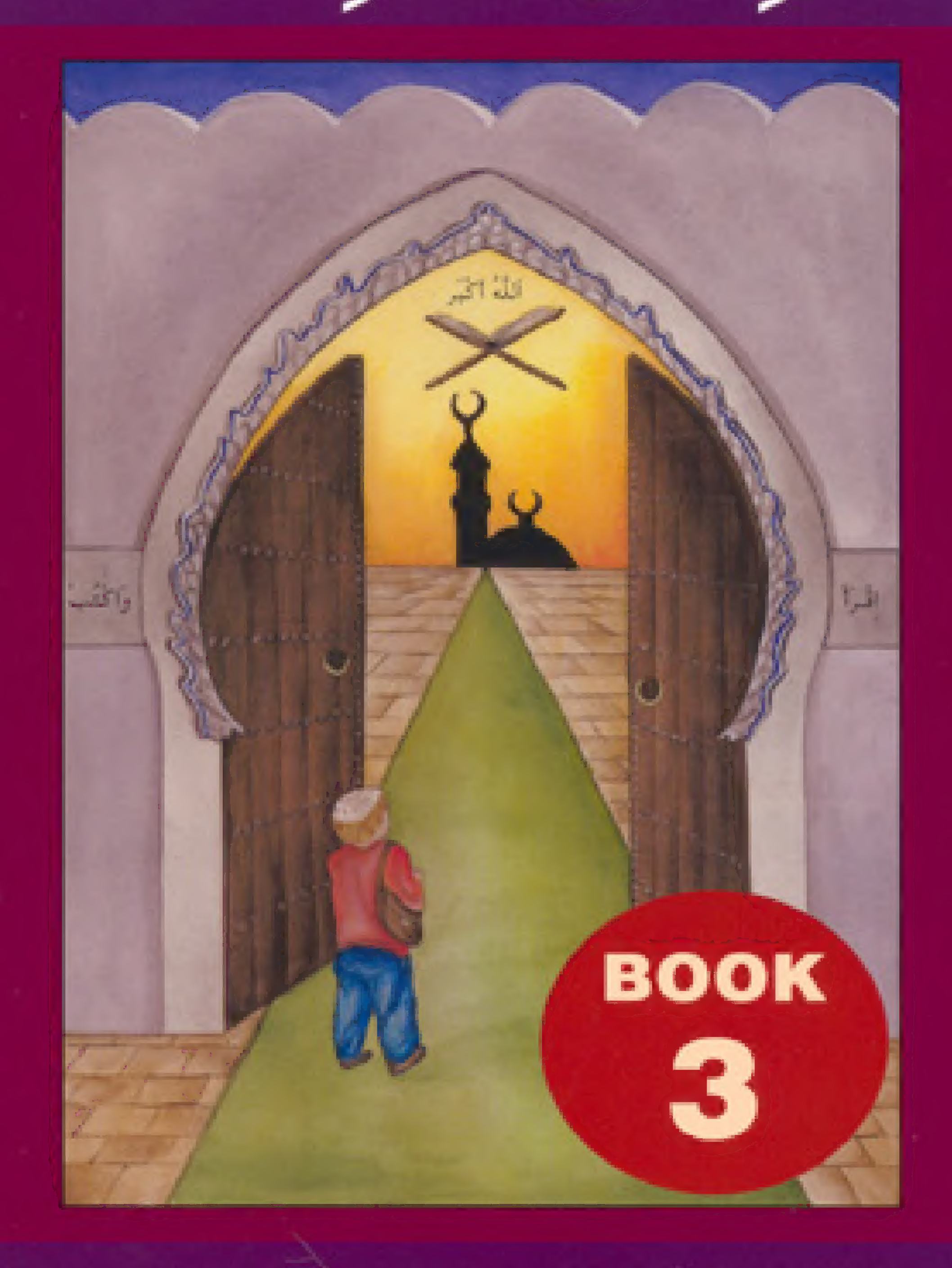
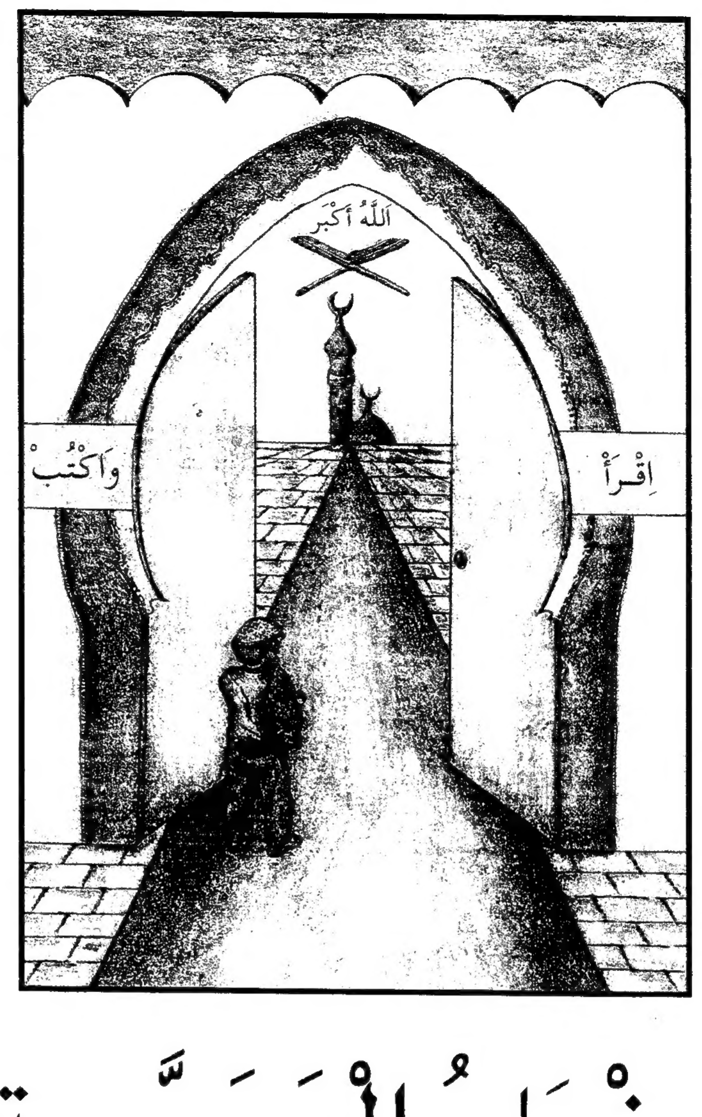
مِفْتَاحُ الْعَرَبِيَّة



GATEWAY TO ARABIC

Dr. Imran Hamza Alawiye



مِفْتَاحُ الْعَرَبِيَّة

GATEWAY TO ARABIC

Book Three

Dr. Imran Hamza Alawiye

اَلسَّلامُ عَلَيْكُمْ

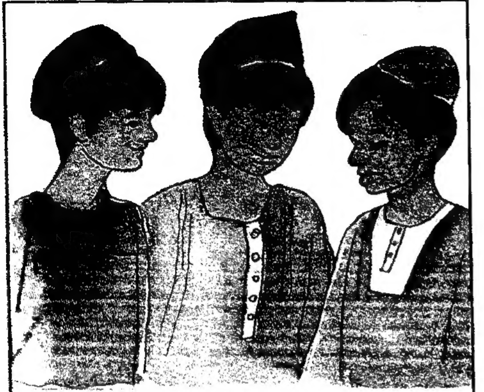


هَذَا طَارِق وَهَذِهِ أَسْمَاء
وَخَدِيجَة. هُمْ صُومَالِيُّونَ
مِنْ مَقْدِيشُو





هَذَا حَبِيب. هُوَ
بِرِيطَانِيٌّ مِنْ لَندَن



هَذَا حُسَيْن وَخَالِد
وَقَاسِم. هُمْ مَالِيزِيُّونَ
مِنْ كُوَالَالُمْبُور



هَذَا بَاسِم وَبَسَّام. هُمَا
سُورِيَّانِ مِنْ دِمَشْق



اَلسَّلامُ عَلَيْكُمْ
اِسْمِي فَيْصَل. أَنَا مِنْ مَكَّة وَأَنَا
سَعُودِيٌّ وَهَؤُلَاءِ أَصْدِقَائِي.



هَذِهِ عَزِيزَة وَصَالِحَة. هُمَا
نِيجِيرِيَّتَانِ مِنْ أَبُوجَا



هَذِهِ سَارَة وَهُدَى وَنَادِيَة.
هُنَّ مِصْرِيَّات مِنَ الْقَاهِرَة



هَذِهِ نسرين. هِيَ
بَاكِسْتَانِيَّةٌ مِنْ كَرَاتْشِي



هَذَا أَكْرَم وَهَذِهِ حَنَان.
هُمَا فِلَسْطِينِيَّانِ مِنَ الْقُدْس

Vocabulary

Egyptian	مِصْرِيٌّ	Pakistani	بَاكِسْتَانِيٌّ	Habib	حَبِيب	Basim	بَاسِم
Abuja	أَبُوجَا	Karachi	كَرَاتْشِي	Khadija	خَدِيجَة	Bassam	بَسَّام
Nigerian	نَيْجِيرِيٌّ	Damascus	دِمَشْق	Hanan	حَنَان	Husain	حُسَيْن
Makkah	مَكَّة	Syrian	سُورِيٌّ	Sara	سَارَة	Khalid	خَالِد
Saudi	سَعُودِيٌّ	Mogadishu	مَقْدِيشُو	Huda	هُدَى	Faisal	فَيْصَل
London	لَنْدَن	Somalian	صُومَالِيٌّ	Nadia	نَادِيَة	Tariq	طَارِق
British	بَرِيطَانِيٌّ	Jerusalem	الْقُدْس	Nisreen	نَسْرِين	Qasim	قَاسِم
Kuala Lumpur	كُوَالَالُمْبُور	Palestinian	فِلَسْطِينِيٌّ	Azeeza	عَزِيزَة	Asma	أَسْمَاء
Malaysian	مَالِيزِيٌّ	Cairo	الْقَاهِرَة	Saliha	صَالِحَة	Akram	أَكْرَم
my name (is)	اِسْمِي	from	مِنْ	my friends	أَصْدِقَائِي	these (m. or f.)	هَؤُلَاءِ

Detached (or personal) Pronouns

In Book Two (p. 17) we already came across the singular detached pronouns. Here below are all the detached pronouns in their singular, dual and plural forms. As the verb 'to be' is not generally used in the present tense in Arabic, it is often added to the detached pronouns when translating into English.

e.g. أَنَا نَيْجِيرِيٌّ I **am** Nigerian. أَنْتُمْ مَالِيزِيُّون You **are** Malaysians.

Plural (three or more)		Dual (two)		Singular (one)		
they (masc.)	هُمْ	they (masc.)	هُمَا	he, it	هُوَ	Third Person
they (fem.)	هُنَّ	they (fem.)	هُمَا	she, it	هِيَ	Third Person
you (masc.)	أَنْتُمْ	you (masc.)	أَنْتُمَا	you (masc.)	أَنْتَ	Second Person
you (fem.)	أَنْتُنَّ	you (fem.)	أَنْتُمَا	you (fem.)	أَنْتِ	Second Person
we (masc. or fem.)	نَحْنُ	we (masc. or fem.)	نَحْنُ	I (masc. or fem.)	أَنَا	First Person

Conversation

Vocabulary

friends (f.)	صَدِيقَاتٌ	bike	دَرَّاجَةٌ	those two (m.)	ذَانِكَ	where?	أَيْنَ
Lebanon	لُبْنَانُ	bikes	دَرَّاجَاتٌ	that (fem.)	تِلْكَ	Is? Are?	هَلْ
sister	أُخْتٌ	armchair	أَرِيكَةٌ	those two (f.)	تَانِكَ	who?	مَنْ
big (f.)	كَبِيرَةٌ	school	مَدْرَسَةٌ	those (m. or f.)	أُولَئِكَ	no	لَا
Cairo	اَلْقَاهِرَةُ	schools	مَدَارِسُ	boy	وَلَدٌ	yes	نَعَمْ
Alexandria	اَلْإِسْكَنْدَرِيَّةُ	friend (m.)	صَدِيقٌ	boys	أَوْلَادٌ	name	اِسْمٌ
Iraq	اَلْعِرَاقُ	friends (m.)	أَصْدِقَاءُ	girl	بِنْتٌ	names	أَسْمَاءٌ
on	عَلَى	friend (f.)	صَدِيقَةٌ	girls	بَنَاتٌ	that (m.)	ذَلِكَ
hello!	مَرْحَبًا بِكَ	hello, welcome!	مَرْحَبًا	Pleased to meet you			فُرْصَةٌ سَعِيدَةٌ

Basim: Assalamu 'alaykum. — **بَاسِم :** اَلسَّلَامُ عَلَيْكُمْ

Habib: Wa 'alaykumu-ssalaam. — **حَبِيب :** وَعَلَيْكُمُ السَّلَام

Basim: I am Basim, and this is Bassam. — **بَاسِم :** أَنَا بَاسِم وَهَذَا بَسَّام

Habib: Hello. — **حَبِيب :** مَرْحَبًا

Basim: Hello. — **بَاسِم :** مَرْحَبًا بِكَ

Habib: Where are you both from? — **حَبِيب :** مِنْ أَيْنَ أَنْتُمَا؟

Basim: We are from Syria. And where are you from? — **بَاسِم :** نَحْنُ مِنْ سُورِيَة . وَمِنْ أَيْنَ أَنْتَ؟

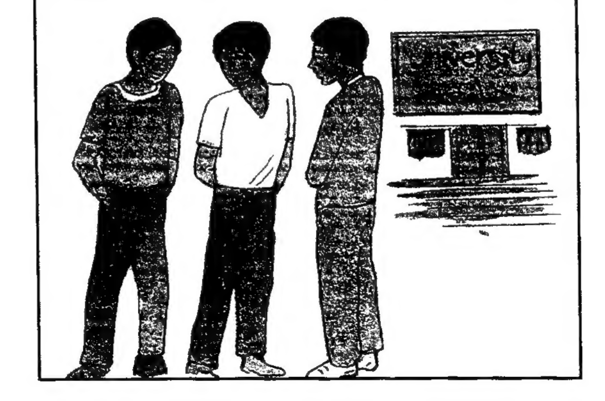
Habib: I am from London. — **حَبِيب :** أَنَا مِنْ لَنْدَن

Basim: Pleased to meet you. — **بَاسِم :** فُرْصَةٌ سَعِيدَةٌ

Habib: Pleased to meet you. — **حَبِيب :** فُرْصَةٌ سَعِيدَةٌ

Basim: Good-bye. — **بَاسِم :** مَعَ السَّلَامَة

Habib: See you later. — **حَبِيب :** إِلَى اللِّقَاء .



1.

طَاهِر : مَنْ ذَلِكَ الْوَلَدُ عَلَى الدَّرَّاجَةِ؟

Tahir: Who's that boy on the bike?

سَعِيد : هُوَ صَدِيقِي نَبِيلٌ.

Saeed: He's my friend Nabeel.

طَاهِر : مِنْ أَيْنَ هُوَ؟

Tahir: Where is he from?

سَعِيد : هُوَ مِنْ لُبْنَانَ.

Saeed: He's from Lebanon.

2.

طَاهِر : مَنْ أُولَئِكَ الأَوْلَادُ؟

Tahir: Who are those boys?

سَعِيد : هُمْ أَصْدِقَائِي فِي الْمَدْرَسَةِ.

Saeed: They're my friends at the school.

طَاهِر : هَلْ هُمْ سُورِيُّونَ؟

Tahir: Are they Syrian?

سَعِيد : لَا، هُمْ عِرَاقِيُّونَ.

Saeed: No, they're Iraqi.

طَاهِر : هَلْ هُمْ مِنْ بَغْدَادَ؟

Tahir: Are they from Baghdad?

سَعِيد : لَا، هُمْ مِنَ الْبَصْرَةِ.

Saeed: No, they're from Basra.

3.



رَبَاب : مَنْ تِلْكَ الْبِنْتُ؟

Rabab: Who's that girl?

هُدَى : هِيَ حَنَانُ.

Huda: She's Hanan.

رَبَاب : هَلْ هِيَ أُخْتُكِ؟

Rabab: Is she your sister?

هُدَى : نَعَم، هِيَ أُخْتِي الْكَبِيرَةُ.

Huda: Yes, she's my big sister.

4.

رَبَاب : مَنْ أُولَئِكَ الْبَنَاتُ؟

Rabab: Who are those girls?

هُدَى : هُنَّ صَدِيقَاتِي فِي الْمَدْرَسَةِ.

Huda: They are my friends at the school.

رَبَاب : هَلْ هُنَّ مِصْرِيَّاتٌ؟

Rabab: Are they Egyptian?

هُدَى : نَعَم، هُنَّ مِصْرِيَّاتٌ

Huda: Yes, they're Egyptian.

رَبَاب : هَلْ هُنَّ مِنَ الْقَاهِرَةِ؟

Rabab: Are they from Cairo?

هُدَى : لَا، هُنَّ مِنَ الْإِسْكَنْدَرِيَّةِ.

Huda: No, they're from Alexandria.

Greetings

بَسْمَة : مَسَاءُ الْخَيْر .

Basma: Good evening.

حَمِيدَة : مَسَاءُ النُّور .

Hamida: Good evening.

بَسْمَة : كَيْفَ الصِّحَّة ؟

Basma: How's your [lit. the] health?

حَمِيدَة : طَيِّبَة، اَلْحَمْدُ لِلَّه .

Hamida: Fine, praise be to Allah.

بَسْمَة : مَا اسْمُكِ ؟

Basma: What's your name?

حَمِيدَة : اِسْمِي حَمِيدَة، وَهَؤُلَاءِ صَدِيقَاتِي .

Hamida: My name is Hamida, and these are my friends.

بَسْمَة : مِنْ أَيْنَ أَنْتُنَّ ؟

Basma: Where are you (f. pl.) from?

الصَّدِيقَات : نَحْنُ مِنَ السُّودَان .

Friends: We are from the Sudan.

بَسْمَة : أَهْلاً وَسَهْلاً بِكُنَّ .

أَنَا سَعِيدَةٌ بِلِقَائِكُنَّ .

Basma: Welcome to you (f. pl.).
I'm pleased to meet you (f. pl.).

الصَّدِيقَات : وَنَحْنُ أَسْعَد .

Friends: We're delighted [to meet you too].

بَسْمَة : مَعَ السَّلَامَة .

Basma: Good-bye.

الصَّدِيقَات : فِي أَمَانِ اللَّه .

Friends: In God's protection.

مَازِن : صَبَاحُ الْخَيْر .

Mazin: Good morning.

بَشِير : صَبَاحُ النُّور .

Bashir: Good morning.

مَازِن : كَيْفَ الْحَال ؟

Mazin: How are you?

بَشِير : بِخَيْرٍ ، اَلْحَمْدُ لِلَّه .

Bashir: Fine, praise be to Allah.

مَازِن : مَا اسْمُكَ ؟

Mazin: What's your name?

بَشِير : اِسْمِي بَشِير، وَهَؤُلَاءِ أَصْدِقَائِي .

Bashir: My name is Bashir, and these are my friends.

مَازِن : مِنْ أَيْنَ أَنْتُمْ ؟

Mazin: Where are you (m. pl.) from?

الْأَصْدِقَاءُ : نَحْنُ مِنْ نِيجِيرِيَة .

Friends: We are from Nigeria.

مَازِن : أَهْلاً وَسَهْلاً بِكُمْ .

أَنَا سَعِيدٌ بِلِقَائِكُمْ .

Mazin: Welcome to you (m. pl.).
I'm pleased to meet you (pl.).

الْأَصْدِقَاءُ : وَنَحْنُ أَسْعَد .

Friends: We're delighted [to meet you too].

مَازِن : مَعَ السَّلَامَة .

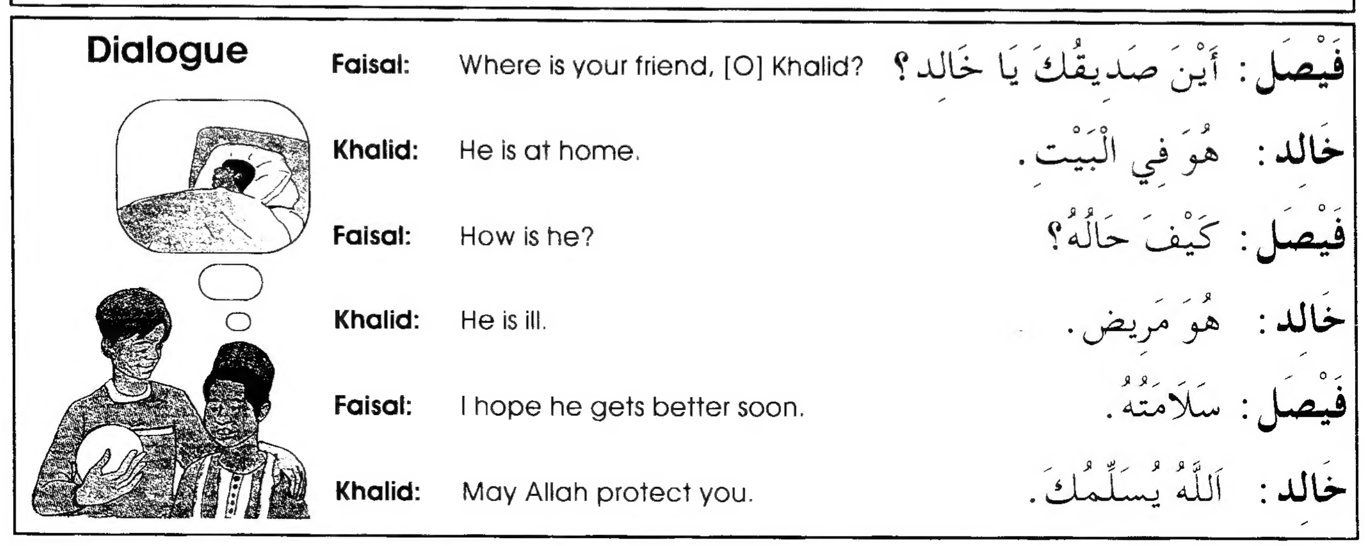
Mazin: Good-bye.

الْأَصْدِقَاءُ : فِي أَمَانِ اللَّه .

Friends: In God's protection. (God be with you).

Vocabulary

praise	حَمْد	how?	كَيْفَ	morning	صَبَاحُ
these (m. or f.)	هَؤُلَاءِ	condition, state	حَال	evening	مَسَاءُ
protection, security	أَمَان	health	صِحَّة	good, fine, well	خَيْر
Welcome!	أَهْلاً وَسَهْلاً	ill, unwell	مَرِيض	light	نُور
Welcome! (reply)	أَهْلاً بِكَ	good, fine	طَيِّب	happy, fortuitous	سَعِيد
Reply: May God protect you.	اَللَّهُ يُسَلِّمُكَ		Best wishes for a speedy recovery/ I hope he gets better soon.		سَلَامَتُهُ



Dialogue

Faisal:	Where is your friend, [O] Khalid?	**فَيْصَل :** أَيْنَ صَدِيقُكَ يَا خَالِد ؟
Khalid:	He is at home.	**خَالِد :** هُوَ فِي الْبَيْتِ .
Faisal:	How is he?	**فَيْصَل :** كَيْفَ حَالُهُ؟
Khalid:	He is ill.	**خَالِد :** هُوَ مَرِيض .
Faisal:	I hope he gets better soon.	**فَيْصَل :** سَلَامَتُهُ .
Khalid:	May Allah protect you.	**خَالِد :** اَللَّهُ يُسَلِّمُكَ .

Two Sukoons Rule

You may remember from Book One that a shadda (ّ) is a symbol written above a letter to show that the letter has been doubled and therefore sounds stronger.

e.g. أُمّ (mother) أُمّ = مْ + مْ + أُ Note that the first مْ takes a sukoon.

You then learnt that when a defined word begins with a sun letter, the ل of ال (the) does not take a sukoon. Instead, the sun letter takes a shadda.

e.g. الشَّمْسُ (the sun) الشَّمْسُ = سُ+مْ+شَ+شْ+ل+ ا

Here, the laam cannot take a sukoon because the first sheen شْ already has sukoon on it, even though we don't see the sukoon symbol when we write شّ with a shadda.

Rule: In Arabic, you cannot have two sukoons next to each other.

This rule also applies when a sukoon appears at the end of one word and the lam of the 'al' at the beginning of the next word has a sukoon.

e.g. You cannot write: هَلْ الْبِنْتُ جَمِيلَةٌ؟ (Is the girl beautiful?)

Instead, the sukoon on the first word changes into a kasra: هَلِ الْبِنْتُ جَمِيلَةٌ؟

Word Patterns

Representation of word patterns in Arabic

As you will discover from the next page, many Arabic words originate from three root letters.

To demonstrate the pattern of a word, it is common for the letters ف ع ل to be substituted in place of the root letters. For example, كَتَبَ could be represented in the form فَعَلَ , and كَاتِبٌ could be represented by فَاعِلٌ .

Exercise 1:

Substitute the letters ف ع ل for the root letters in the following words to show the word patterns.

The root letters of each word are shown in brackets. Pay careful attention to the position of the root letters in each word, as well as the correct use of vowels and sukoons. The first row has been done for you.

	ف ع ل		ف ع ل
مَفْتُوحٌ (ف ت ح)	مَفْعُولٌ	قَدِيمٌ (ق د م)	فَعِيلٌ
سَافَرَ (س ف ر)		مِسْطَرَةٌ (س ط ر)	
مَكْتَبٌ (ك ت ب)		حِجَابٌ (ح ج ب)	
دُخُولٌ (د خ ل)		أَحْمَدُ (ح م د)	
مُدَرِّسٌ (د ر س)		مُنْخَفِضَةٌ (خ ف ض)	

Exercise 2:

Study the word patterns based on the form ف ع ل and then substitute in the root letters shown in brackets to create proper words. The first has been done for you.

ف ع ل		ف ع ل	
فَعَّالَةٌ (غ س ل)	غَسَّالَةٌ	فُعَلَاءُ (ك ر م)	
مَفْعُولٌ (ن ص ر)		يَفْعَلُ (ش ك ر)	
فَعْلَانٌ (ع ط ش)		افْعِلْ (ج ل س)	
فَعْلَى (م ر ض)		مِفْعَلَةٌ (ح ف ظ)	

Word Roots

A great many Arabic words are formed from three core or root letters, each group of which has a basic meaning concept. By recognising the three root letters, a reader can often work out what a new word means, or at least gain a general idea of its meaning, even if he or she has never seen it before! In Book Two we came across the two words:

كِتَابٌ meaning 'a book', and مَكْتَبٌ meaning 'a desk'.

If you study these two words carefully, you will find they both contain the letters ك ت ب in that order.

These are the root letters of the two words, and they carry the idea of 'writing'.

From the same three letters we can make the words:

كَاتِبٌ 'a clerk' or 'writer', مَكْتَبَةٌ 'a library', and كِتَابَةٌ 'writing'.

Notice how all the meanings are connected in some way with writing.

In Book Two we also came across the words مِفْتَاحٌ meaning 'a key', and مَفْتُوحٌ meaning 'open'.

Both contain the letters ف ت ح which carry the idea of 'opening'.

By combining the three root letters with certain other letters, following various rules and patterns, many other related words can be formed. e.g.

فَتَّاحَةٌ 'a can opener' and الْفَاتِحَةُ Surat al-Fatihah, the opening surah of the Qur'an.

It is very important to learn how to recognise the roots of words, not only to help with understanding a word's meaning, but also because words in Arabic dictionaries are usually listed under their root letters.

Verbs: The Regular Past Tense

The three root letters are also important for another reason. They are the basis for forming verbs. The simplest type of verb in Arabic is the past tense, and the most basic form of the past tense is the masculine singular form. The first and third letters of this form are always written with a fatha. The second letter takes a fatha, kasra or damma, and the student must learn by heart which is the correct vowel for each verb.

e.g.	ك ت ب	becomes	كَتَبَ	He wrote.
	ف ت ح	becomes	فَتَحَ	He opened.
	ش ر ب	becomes	شَرِبَ	He drank.
	ك ب ر	becomes	كَ بُ رَ	He became great, or he became big.

Simple Past Tense Verbs

Just as Arabic nouns have singular, dual and plural forms, so verbs do likewise. Verbs also have masculine and feminine forms. The table below shows all the different forms of the past tense verb 'to write', starting with the most basic form, the masculine singular, i.e. 'he wrote'.

Plural		Dual		Singular		
they (m.) wrote	كَتَبُوا	they (two) (m.) wrote	كَتَبَا	he wrote	كَتَبَ	Third Person
they (f.) wrote	كَتَبْنَ	they (two) (f.) wrote	كَتَبَتَا	she wrote	كَتَبَتْ	
you (pl.) (m.) wrote	كَتَبْتُمْ	you (two) (m.) wrote	كَتَبْتُمَا	you (m.) wrote	كَتَبْتَ	Second Person
you (pl.) (f.) wrote	كَتَبْتُنَّ	you (two) (f.) wrote	كَتَبْتُمَا	you (f.) wrote	كَتَبْتِ	
We (m. or f.) wrote	كَتَبْنَا	We (two) (m. or f.) wrote	كَتَبْنَا	I (m. or f.) wrote	كَتَبْتُ	First Person

How to make the past tense of a simple verb such as كَتَبَ (he wrote)

a) Singular Forms

1. To make the **third person feminine singular,** take the third person masculine singular form كَتَبَ and add تْ to the end i.e. كَتَبَتْ she wrote.

2. To make the **second person masculine singular** take كَتَبَ and replace the fatha on the بـ with a sukoon and then add تَ to the end i.e. كَتَبْتَ you (masculine singular) wrote.

3. To make the **second person feminine singular** take كَتَبَ and replace the fatha on the بـ with a sukoon and then add تِ to the end i.e. كَتَبْتِ you (feminine singular) wrote.

4. To make the **first person (masculine or feminine) singular** take كَتَبَ and replace the fatha on the بـ with a sukoon and then add تُ to the end i.e. كَتَبْتُ

b) Dual Forms

5. To make the **third person masculine dual** take the root verb كَتَبَ and add ا to the end

   i.e. كَتَبَا they (two, masculine) wrote.

6. To make the **third person feminine dual** take the root verb كَتَبَ and add تَا to the end

   i.e. كَتَبَتَا they (two, feminine) wrote.

7. To make the **second person masculine dual** and the **second person feminine dual** take the root verb

   كَتَبَ and replace the fatha on the ب with a sukoon and then add تُمَا to the end

   i.e. كَتَبْتُمَا you (two, masculine) wrote, or you (two, feminine) wrote.

8. To make the **first person masculine or feminine dual** take the root verb كَتَبَ and replace the fatha on the ب with a sukoon and then add نَا to the end i.e. كَتَبْنَا we (two, masculine or feminine) wrote.

c) Plural Forms

9. To make the **third person masculine plural** take the root verb كَتَبَ and replace the fatha on the ب with a damma and then add وا i.e. كَتَبُوا they (plural, masculine) wrote. The alif is silent.

10. To make the **third person feminine plural** take the root verb كَتَبَ and replace the fatha on the ب with a sukoon and then add نَ i.e. كَتَبْنَ they (plural, feminine) wrote.

11. To make the **second person masculine plural** take the root verb كَتَبَ and replace the fatha on the ب with a sukoon and then add تُمْ i.e. كَتَبْتُمْ you (plural, masculine) wrote.

12. To make the **second person feminine plural** take the root verb كَتَبَ and replace the fatha on the ب with a sukoon and then add تُنَّ i.e. كَتَبْتُنَّ you (plural, feminine) wrote.

13. To make the **first person masculine or feminine plural** take the root verb كَتَبَ and replace the fatha on the ب with a sukoon and then add نَا to the end i.e. كَتَبْنَا we (plural, masculine or feminine) wrote. You may note that this is the same form as the first person dual (see no. 8 above).

Some points to note

Verbs in the first person are not affected by gender, so they remain the same for both the masculine and the feminine: كَتَبْتُ I (masculine or feminine) wrote, كَتَبْنَا We (masculine or feminine) wrote.

The second person dual is also not affected by gender: كَتَبْتُمَا You (masculine or feminine) wrote.

When addressing or referring to a mixed group where at least one male is present, the masculine form of the verb is used.

Exercise 3:

Complete the past tense verbs in the two tables below in all their forms.

Plural		Dual		Singular		
they (m.) learnt		they (two) (m.) learnt		he learnt	دَرَسَ	Third Person
they (f.) learnt		they (two) (f.) learnt		she learnt		
you (pl.) (m.) learnt		you (two) (m.) learnt		you (m.) learnt		Second Person
you (pl.) (f.) learnt		you (two) (f.) learnt		you (f.) learnt		
We (m. or f.) learnt		We (two) (m. or f.) learnt		I (m.or f.) learnt		First Person

Plural		Dual		Singular		
they (m.) drank		they (two) (m.) drank		he drank	شَرِبَ	Third Person
they (f.) drank		they (two) (f.) drank		she drank		
you (pl.) (m.) drank		you (two) (m.) drank		you (m.) drank		Second Person
you (pl.) (f.) drank		you (two) (f.) drank		you (f.) drank		
We (m. or f.) drank		We (two) (m. or f.) drank		I (m. or f.) drank		First Person

Exercise 4:

Complete the table below using the correct verb forms. Work out the root letters first. You may find it useful to try to work out the third person masculine singular ("he") form of the verb first, and then use the rules on the previous pages to change the verb into the other forms.

You (m. or f.) dual	I	You (m) plural	They (m) plural	You (f.) singular	He	Meaning
ضَحِكْتُمَا	ضَحِكْتُ	ضَحِكْتُمْ	ضَحِكُوا	ضَحِكْتِ	ضَحِكَ	laughed
ذَهَبْتُمَا						went
				رَجَعْتِ		returned
		دَخَلْتُمْ				entered
	خَرَجْتُ				خَرَجَ (مِنْ)	came/went out (of)
					نَجَحَ	succeeded
			نَظَرُوا		نَظَرَ (إِلَى)	looked (at)
					رَكِبَ	rode
		غَسَلْتُمْ				washed
لَبِسْتُمَا				لَبِسْتِ		wore
					أَكَلَ	ate
فَعَلْتُمَا					فَعَلَ	did
	قَرَأْتُ				قَرَأَ	read
				جَلَسْتِ	جَلَسَ	sat
		أَخَذْتُمْ			أَخَذَ	took

Verbs: Number and Gender

The normal sentence order in Arabic is for the verb to come first, followed by the subject of the verb and then the rest of the sentence. When a third person verb begins a sentence, it will always appear in the singular form, even if the subject governing the verb is in the dual or plural. However, the verb must always agree in gender.

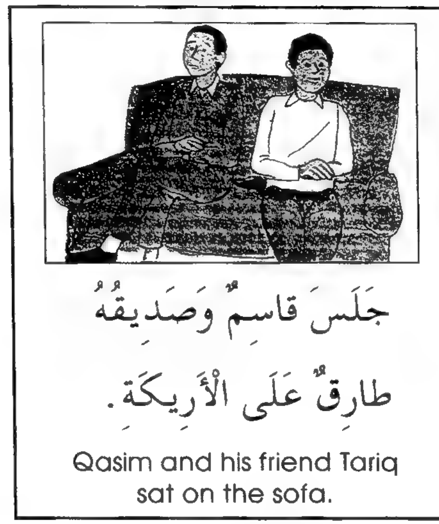
Masculine subject



جَلَسَ قاسِمٌ وطَارِقٌ وحَسَنٌ

عَلَى السَّجَّادَةِ.

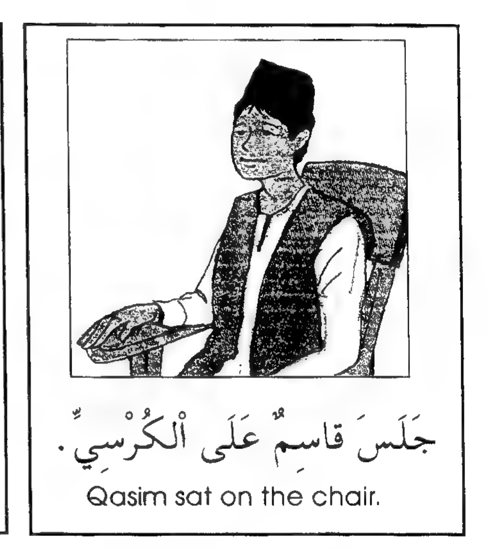
Qasim, Tariq and Hasan sat on the mat.



جَلَسَ قاسِمٌ وَصَدِيقُهُ

طارِقٌ عَلَى الأَرِيكَةِ.

Qasim and his friend Tariq sat on the sofa.



جَلَسَ قاسِمٌ عَلَى ٱلْكُرْسِيِّ.

Qasim sat on the chair.

Feminine subject



جَلَسَتْ زَيْنَبُ وَنَادِيَةُ

وسَلْمَى عَلَى السَّرِيرِ.

Zaynab, Nadia and Salma sat on the bed.



جَلَسَتْ زَيْنَبُ وَصَدِيقَتُهَا

نادِيَةُ عَلَى الأَرِيكَةِ.

Zaynab and her friend Nadia sat on the sofa.



جَلَسَتْ نادِيَةُ عَلَى الْكُرْسِيِّ

Nadia sat on the chair.

Exercise 5: Translate the following sentences into Arabic, starting each sentence with the verb. (see page 16 for vocabulary).

1. Qasim looked at the small monkey. ____________________ 1
2. Tariq and Bassam returned from the school. ____________________ 2
3. Sara and Azeeza went to the new mosque. ____________________ 3
4. Samir and his sister Hanan came out of the house. ____________________ 4
5. Fatima sat on the brown table. ____________________ 5
6. Akram, Husain and Khalid went to the big house. ____________________ 6
7. Nisreen, Saliha and Huda came out of the small room. ____________________ 7
8. Tariq, Nadia and Huda returned from the old mosque. ____________________ 8

However, if the subject happens to come first, or has already been mentioned, then the verb must agree with its subject in both gender and number.

Masculine



قاسِمٌ وطَارِقٌ وحَسَنٌ

جَلَسُوا عَلَى السَّجَّادَةِ .

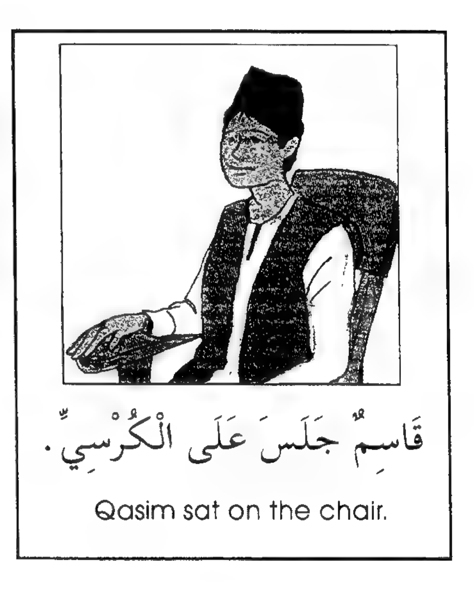
Qasim, Tariq and Hasan
sat on the mat.



قاسِمٌ وَصَدِيقُهُ طَارِقٌ

جَلَسَا عَلَى الْأَرِيكَةِ .

Qasim and his friend Tariq
sat on the sofa.



قَاسِمٌ جَلَسَ عَلَى الْكُرْسِيِّ .

Qasim sat on the chair.

Feminine



زَيْنَبُ وَنَادِيَةُ وسَلْمَى

جَلَسْنَ عَلَى السَّرِيرِ .

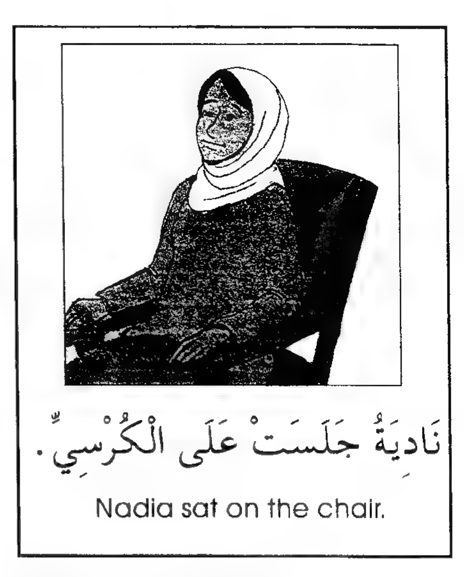
Zaynab, Nadia and Salma
sat on the bed.



زَيْنَبُ وَصَدِيقَتُهَا نَادِيَةُ

جَلَسَتَا عَلَى الْأَرِيكَةِ .

Zaynab and her friend Nadia
sat on the sofa.



نَادِيَةُ جَلَسَتْ عَلَى الْكُرْسِيِّ .

Nadia sat on the chair.

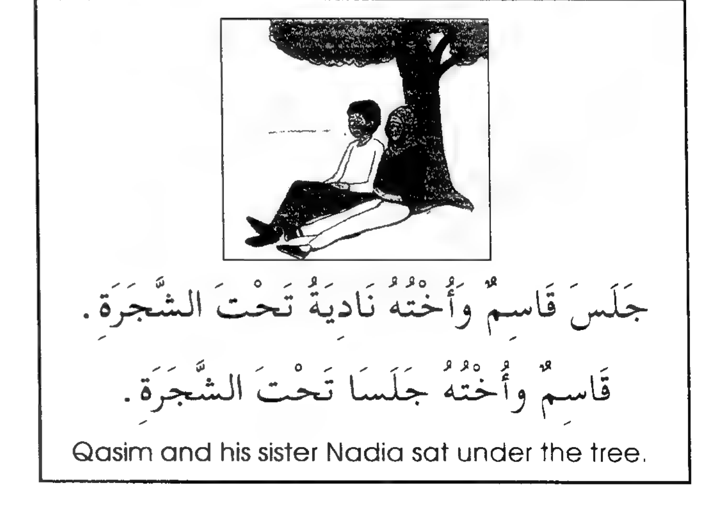
Furthermore, when referring to a mixed gender group, the verb will always be masculine, even if there is only one male among several females.



جَلَسَ قَاسِمٌ وَالْبَنَاتُ حَوْلَ الطَّاوِلَةِ .

قَاسِمٌ وَالْبَنَاتُ جَلَسُوا حَوْلَ الطَّاوِلَةِ .

Qasim and the girls sat around the table.



جَلَسَ قَاسِمٌ وأُخْتُهُ نَادِيَةُ تَحْتَ الشَّجَرَةِ .

قَاسِمٌ وأُخْتُهُ جَلَسَا تَحْتَ الشَّجَرَةِ .

Qasim and his sister Nadia sat under the tree.

Exercise 6:

Translate the following sentences into Arabic, starting each sentence with the subject of the verb.

1. Sarah, Huda and Nadia sat in the car. ______________________ 1

2. Aziza and her brother Husayn returned from the school. ______________________ 2

3. Faisal went out of the window and Huda went out of the door. ______________________ 3

4. Asma' and Hanan went to the large room. ______________________ 4

5. Samir, Qasim and Husayn sat in the mosque. ______________________ 5

6. The boys and girls sat on the small chairs. ______________________ 6

7. Tariq and Akram looked at the computer. ______________________ 7

8. Saliha looked at the new doll. ______________________ 8

Vocabulary

on	عَلَى	tree	شَجَرَةٌ	Samir	سَمِيرٌ	door	بَابٌ
in	فِي	trees	أَشْجَارٌ	Fatima	فَاطِمَةُ	window	نَافِذَةٌ
from	مِنْ	big, large	كَبِيرٌ	brother	أَخٌ	room	غُرْفَةٌ
to, at	إِلَى	small	صَغِيرٌ	sister	أُخْتٌ	chairs	كَرَاسِيُّ
around	حَوْلَ	old	قَدِيمٌ	family	أُسْرَةٌ	table	طَاوِلَةٌ
visitor (m.)	زَائِرٌ	new	جَدِيدٌ	doll	دُمْيَةٌ	computer	حَاسُوبٌ
visitor (f.)	زَائِرَةٌ	mosque	مَسْجِدٌ	monkey	قِرْدٌ	house	بَيْتٌ
sofa	أَرِيكَةٌ	mat, carpet	سَجَّادَةٌ	brown	بُنِّيٌّ	bed	سَرِيرٌ

Subject and Object

In a simple English sentence such as "The boy wrote a letter," "The boy" is the person or thing doing the action (in this case, writing), and is therefore the **subject** of the sentence. In the same sentence, "a letter" is what the verb was done to, and is therefore the **object** of the verb. The subject of a sentence is sometimes known as the **nominative** case and the object of a sentence is sometimes known as the **accusative** case.

The Nominative Case

The following word endings are used in Arabic to show when a word is the **subject** of a sentence:

The Indefinite Forms of the Nominative Case

Sound (regular) plural		Dual		Singular		
e.g.	Word ending	e.g.	Word ending	e.g.	Word ending	
مُعَلِّمُونَ	ـُونَ	مُعَلِّمَانِ	ـَانِ	مُعَلِّمٌ	ـٌ	Masculine
مُعَلِّمَاتٌ	ـَاتٌ	مُعَلِّمَتَانِ		مُعَلِّمَةٌ		Feminine

The Definite Forms of the Nominative Case

Sound (regular) plural		Dual		Singular		
e.g.	Word ending	e.g.	Word ending	e.g.	Word ending	
الْمُعَلِّمُونَ	ـُونَ	الْمُعَلِّمَانِ	ـَانِ	الْمُعَلِّمُ	ـُ	Masculine
الْمُعَلِّمَاتُ	ـَاتُ	الْمُعَلِّمَتَانِ		الْمُعَلِّمَةُ		Feminine

The Accusative Case

The following word endings are used in Arabic to show when a word is the **object** of a sentence:

The Indefinite Forms of the Accusative Case

Sound (regular) plural		Dual		Singular		
e.g.	Word ending	e.g.	Word ending	e.g.	Word ending	
مُعَلِّمِينَ	ـِينَ	مُعَلِّمَيْنِ	ـَيْنِ	مُعَلِّمًا	ـً	Masculine
مُعَلِّمَاتٍ	ـَاتٍ	مُعَلِّمَتَيْنِ		مُعَلِّمَةً		Feminine

The Definite Forms of the Accusative Case

Sound (regular) plural		Dual		Singular		
e.g.	Word ending	e.g.	Word ending	e.g.	Word ending	
الْمُعَلِّمِينَ	ـِينَ	الْمُعَلِّمَيْنِ	ـَيْنِ	الْمُعَلِّمَ	ـَ	Masculine
الْمُعَلِّمَاتِ	ـَاتِ	الْمُعَلِّمَتَيْنِ		الْمُعَلِّمَةَ		Feminine

Note:
If a noun is **indefinite** (i.e. without "al" (the) before it, or for other reasons which you will learn later), then the word may end in tanween (i.e. two fathas, two kasras or two dammas) if it is a masculine or feminine singular word. If it is a sound feminine plural word it may only end in two dammas or two kasras. The other forms (i.e. the dual forms and the sound masculine plural) will keep the endings shown on the previous page.

Word Order: In Arabic, the normal word order in a simple sentence is verb, subject, object.

Examples where the subject is singular, dual or plural, followed by a singular object

Definite Forms		Indefinite Forms		
The visitor (m.) thanked the teacher (m.).	شَكَرَ الزَّائِرُ الْمُعَلِّمَ	A visitor (m.) thanked a teacher (m.).	شَكَرَ زَائِرٌ مُعَلِّماً	Masculine
The two visitors (m.) thanked the teacher (m.).	شَكَرَ الزَّائِرَانِ الْمُعَلِّمَ	Two visitors (m.) thanked a teacher (m.).	شَكَرَ زَائِرَانِ مُعَلِّماً	
The visitors (m.) thanked the teacher (m.).	شَكَرَ الزَّائِرُونَ الْمُعَلِّمَ	(Some) visitors (m.) thanked a teacher (m.).	شَكَرَ زَائِرُونَ مُعَلِّماً	
The visitor (f.) thanked the teacher (f.).	شَكَرَتْ الزَّائِرَةُ الْمُعَلِّمَةَ	A visitor (f.) thanked a teacher (f.).	شَكَرَتْ زَائِرَةٌ مُعَلِّمَةً	Feminine
The two visitors (f.) thanked the teacher (f.).	شَكَرَتْ الزَّائِرَتَانِ الْمُعَلِّمَةَ	Two visitors (f.) thanked a teacher (f.).	شَكَرَتْ زَائِرَتَانِ مُعَلِّمَةً	
The visitors (f.) thanked the teacher (f.).	شَكَرَتْ الزَّائِرَاتُ الْمُعَلِّمَةَ	(Some) visitors (f.) thanked a teacher (f.).	شَكَرَتْ زَائِرَاتٌ مُعَلِّمَةً	

Examples where the subject is singular, and the object is dual or plural

Definite Forms		Indefinite Forms		
The visitor (m.) thanked the two teachers (m.).	شَكَرَ الزَّائِرُ الْمُعَلِّمَيْنِ	A visitor (m.) thanked two teachers (m.).	شَكَرَ زَائِرٌ مُعَلِّمَيْنِ	Masculine
The visitor (m.) thanked the teachers (m.).	شَكَرَ الزَّائِرُ الْمُعَلِّمِينَ	A visitor (m.) thanked (some) teachers (m.).	شَكَرَ زَائِرٌ مُعَلِّمِينَ	
The visitor (f.) thanked the two teachers (f.).	شَكَرَتْ الزَّائِرَةُ الْمُعَلِّمَتَيْنِ	A visitor (f.) thanked two teachers (f.).	شَكَرَتْ زَائِرَةٌ مُعَلِّمَتَيْنِ	Feminine
The visitor (f.) thanked the teachers (f.).	شَكَرَتْ الزَّائِرَةُ الْمُعَلِّمَاتِ	A visitor (f.) thanked (some) teachers (f.).	شَكَرَتْ زَائِرَةٌ مُعَلِّمَاتٍ	

Examples where the subject is dual or plural, and the object is dual or plural.

Definite Forms		Indefinite Forms		
The two visitors (m.) thanked the two teachers (m.).	شَكَرَ الزَّائِرَانِ الْمُعَلِّمَيْنِ	Two visitors (m.) thanked two teachers (m.).	شَكَرَ زَائِرَانِ مُعَلِّمَيْنِ	Masculine
The visitors (m.) thanked the two teachers (m.)	شَكَرَ الزَّائِرُونَ الْمُعَلِّمِينَ	(Some) visitors (m.) thanked (some) teachers (m.).	شَكَرَ زَائِرُونَ مُعَلِّمِينَ	
The two visitors (f.) thanked the two teachers (f.)	شَكَرَتْ الزَّائِرَتَانِ الْمُعَلِّمَتَيْنِ	Two visitors (f.) thanked two teachers (f.).	شَكَرَتْ زَائِرَتَانِ مُعَلِّمَتَيْنِ	Feminine
The visitors (f.) thanked the teachers (f.).	شَكَرَتْ الزَّائِرَاتُ الْمُعَلِّمَاتِ	(Some) visitors (f.) thanked (some) teachers (f.).	شَكَرَتْ زَائِرَاتٌ مُعَلِّمَاتٍ	

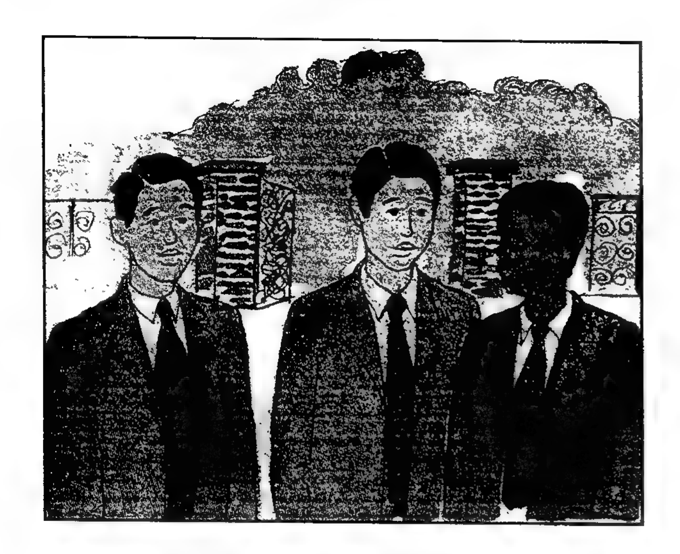
Exercise 7: Translate the following sentences into Arabic.

1. The horse ate the apple. ________________ 1
2. The monkey ate a banana. ________________ 2
3. The two friends (m.) entered the room. ________________ 3
4. The two nurses (f.) thanked the doctor (m.). ________________ 4
5. The boys thanked the teachers (m.). ________________ 5
6. Khadija wore a skirt and her friend (f.) wore a dress. ________________ 6
7. The policeman found the criminals. ________________ 7
8. Habib drank the milk. ________________ 8
9. The teacher (f.) read the newspaper. ________________ 9
10. The imam entered the mosque. ________________ 10
11. The grocer (m.) opened the two boxes. ________________ 11
12. Samir washed the two cars. ________________ 12
13. The girls (pl.) entered the school. ________________ 13
14. The teachers (f. pl.) returned from the school. ________________ 14
15. The two girls came out of the mosque. ________________ 15

Vocabulary

car	سَيَّارَةٌ	dress	فُسْتَانٌ	grocer	بَقَّالٌ	policeman	شُرْطِيٌّ
years	سَنَوَاتٌ	skirt	تَنُّورَةٌ	banana	مَوْزٌ	criminal	مُجْرِمٌ
Khadija	خَدِيجَةُ	horse	حِصَانٌ	apple	تُفَّاحٌ	criminals	مُجْرِمُونَ
Samir	سَمِيرٌ	monkey	قِرْدٌ	milk	حَلِيبٌ	nurse (f.)	مُمَرِّضَةٌ
Habib	حَبِيبٌ	newspaper	جَرِيدَةٌ	box	صُنْدُوقٌ	doctor (m.)	طَبِيبٌ
he opened	فَتَحَ	newspapers	جَرَائِدُ	age	عُمْرٌ	doctors (m.)	أَطِبَّاءُ

Practice with Past Tense Verbs



وَصَلَ حَسَنٌ وَفَيْصَلٌ إِلَى الْمَحَطَّةِ بَاكِرًا.

1. Hasan and Faisal arrived at the station early.

جَاءَتِ الْحَافِلَةُ مُتَأَخِّرَةً.

2. The bus came late.

وَقَفَ حَسَنٌ وَفَيْصَلٌ فِي الطَّابُورِ.

3. Hasan and Faisal stood in the queue.

وَصَلَتِ الْحَافِلَةُ إِلَى الْمَحَطَّةِ.

4. The bus arrived at the station.

دَخَلَ حَسَنٌ وَفَيْصَلٌ فِي الْحَافِلَةِ

5. Hasan and Faisal entered the bus.

وَجَلَسَا فِي الْخَلْفِ.

6. They sat down at the back.

وَقَفَتِ الْحَافِلَةُ عِنْدَ الْمَدْرَسَةِ.

7. The bus stopped at the school.

نَزَلَ التَّلَامِيذُ مِنَ الْحَافِلَةِ.

8. The pupils (m. pl.) got down from the bus.

وَوَجَدُوا الْبَوَّابَةَ مُغْلَقَةً.

9. They found the gate locked.

فَتَحَ الْحَارِسُ الْبَوَّابَةَ.

10. The guard opened the gate.

ذَهَبَ التَّلَامِيذُ إِلَى الْمَلْعَبِ وَلَعِبُوا بِالْكُرَةِ.

11. The pupils went to the playground and played with the ball.

ثُمَّ دَخَلُوا إِلَى الْفَصْلِ وَجَلَسُوا عَلَى الْكَرَاسِيِّ

12. Then they entered the classroom and sat on the chairs.

دَخَلَ الْمُدِيرُ مَعَ مُعَلِّمٍ جَدِيدٍ.

13. The headmaster entered with a new teacher.

أَخَذَ الْمُعَلِّمُ الْجَدِيدُ الْحُضُورَ.

14. The new teacher took the attendance.

كَتَبَ الْمُعَلِّمُ الدَّرْسَ عَلَى السَّبُّورَةِ.

15. The teacher wrote the lesson on the board.

فَهِمَ التَّلَامِيذُ الدَّرْسَ.

16. The pupils understood the lesson.

جَمَعَ الْمُعَلِّمُ الدَّفَاتِرَ.

17. The teacher collected the exercise books.

وَضَعَ التَّلَامِيذُ الْكُتُبَ عَلَى الرَّفِّ.

18. The pupils put the books on the shelf.

ثُمَّ خَرَجُوا مِنَ الْفَصْلِ إِلَى الْمَكْتَبَةِ.

19. Then they went out of the class to the library.

وَجَلَسُوا حَوْلَ الطَّاوِلَةِ.

20. They sat down around the table.

Vocabulary

blackboard	سَبُّورَةٌ	classroom	فَصْلٌ	he played	لَعِبَ	he took	أَخَذَ
exercise books	دَفَاتِرُ	library	مَكْتَبَةٌ	he got down	نَزَلَ	he entered	دَخَلَ
table	طَاوِلَةٌ	playground	مَلْعَبٌ	he found	وَجَدَ	he sat	جَلَسَ
shelf	رَفٌّ	headmaster	مُدِيرٌ	he arrived	وَصَلَ	he came	جَاءَ
closed	مُغْلَقَةٌ	pupils (f.)	تِلْمِيذَاتٌ	he put	وَضَعَ	he collected	جَمَعَ
early	بَاكِرًا	guard	حَارِسٌ	he stood; he stopped	وَقَفَ	he went out	خَرَجَ
late (f.)	مُتَأَخِّرَةً	with the ball	بِالْكُرَةِ	station	مَحَطَّةٌ	he went	ذَهَبَ
back	خَلْفَ	chairs	كَرَاسِيُّ	bus	حَافِلَةٌ	he opened	فَتَحَ
at	عِنْدَ	attendance	حُضُورٌ	queue	طَابُورٌ	he understood	فَهِمَ
then	ثُمَّ	lesson	دَرْسٌ	gate	بَوَّابَةٌ	he wrote	كَتَبَ

Exercise 8: Translate the following extract from the passage on the previous page, replacing masculine verbs and nouns with feminine verbs and nouns where appropriate. Use the names Zaynab and Nadia to replace Hasan and Faisal. Write on the lines provided.

١ Zaynab and Nadia arrived at the station early.

٢ The bus came late.

٣ Zaynab and Nadia stood in the queue.

٤ The bus arrived at the station.

٥ Zaynab and Nadia entered the bus.

٦ They (fem. dual) sat down at the back.

٧ The bus stopped at the school.

٨ The pupils (f. pl.) got down from the bus.

٩ They (f. pl.) found the gate locked.

١٠ The guard opened the gate.

١١ The pupils (f. pl.) went (f. pl.) to the play-ground and played (f. pl.) with the ball.

١٢ Then they entered (f. pl.) the classroom and sat (f. pl.) on the chairs.

Attached Pronouns

In Book Two (p. 20), we already came across some singular attached pronouns which are placed at the end of a noun to show possession. e.g. my book كِتَابِي , his book كِتَابُهُ etc. We are now going to look at attached pronouns in more detail, beginning with a table which shows the attached pronouns in most of their forms, together with examples of their use with a noun (showing possession), and a verb (as a direct object).

Plural		Dual		Singular		
Examples	Pronouns	Examples	Pronouns	Examples	Pronouns	
our book كِتَابُنَا he heard us سَمِعَنَا	نَا	our book كِتَابُنَا he heard us سَمِعَنَا	نَا	my book كِتَابِي he heard me سَمِعَنِي	ي نِي	First person
your book كِتَابُكُمْ he heard you سَمِعَكُمْ	كُمْ	your book كِتَابُكُمَا he heard you سَمِعَكُمَا	كُمَا	your book كِتَابُكَ he heard you سَمِعَكَ	كَ	Second person – Male
your book كِتَابُكُنَّ he heard you سَمِعَكُنَّ	كُنَّ	your book كِتَابُكُمَا he heard you سَمِعَكُمَا	كُمَا	your book كِتَابُكِ he heard you سَمِعَكِ	كِ	Second person – Female
their book كِتَابُهُمْ he heard them سَمِعَهُمْ	هُمْ *	their book كِتَابُهُمَا he heard them سَمِعَهُمَا	هُمَا *	his (its) book كِتَابُهُ he heard him (or it) سَمِعَهُ	هُ *	Third person – Male
their book كِتَابُهُنَّ he heard them سَمِعَهُنَّ	هُنَّ *	their book كِتَابُهُمَا he heard them سَمِعَهُمَا	هُمَا *	her (its) book كِتَابُهَا he heard her (or it) سَمِعَهَا	هَا	Third person – Female

* The damma of the pronouns marked with an asterisk sometimes changes into a kasra when the letter before it has a kasra on it, e.g. in his book فِي كِتَابِهِ under their (fem. pl.) book تَحْتَ كِتَابِهِنَّ , or when the letter before it is a long ي (yaa al-madd) e.g. فِيهِ , or is a yaa with kasra e.g. كُرْسِيِّهِ , or is a yaa with sukoon e.g. إِلَيْهِ

Note that in the first person singular, ي is added to a noun to show possession, e.g. **my** book كِتَابِي but after a verb, نِي is used as a direct object, e.g. سَمِعَنِي he heard **me**. The ي ending remains the same whether the word is in the nominative, accusative or genitive case.

e.g. My book is big (nominative): كِتَابِي كَبِيرٌ He took my book (accusative): أَخَذَ كِتَابِي

The pen is under my book (genitive, following a preposition): الْقَلَمُ تَحْتَ كِتَابِي

Compare these with, for example, the third person singular where the case changes:

e.g. His book is big (nominative): كِتَابُهُ كَبِيرٌ He took his book (accusative): أَخَذَ كِتَابَهُ

The pen is under his book (genitive, following a preposition): الْقَلَمُ تَحْتَ كِتَابِهِ

After a third person masculine plural verb, e.g. سَمِعُوا the final alif is dropped before adding an attached pronoun, e.g. سَمِعُوهُ they heard him.

Pronouns agree with the nouns they refer to in terms of gender and number. However, the feminine singular pronoun هَا is used when refering to non-human plural nouns, whether masculine or feminine. e.g. I wrote my name on the books: كَتَبْتُ اسْمِي عَلَى الْكُتُبِ

I wrote my name on them: كَتَبْتُ اسْمِي عَلَيْهَا

This is similar to the rules governing plural adjectives and demonstrative pronouns on pages 42 to 44 of Book Two.

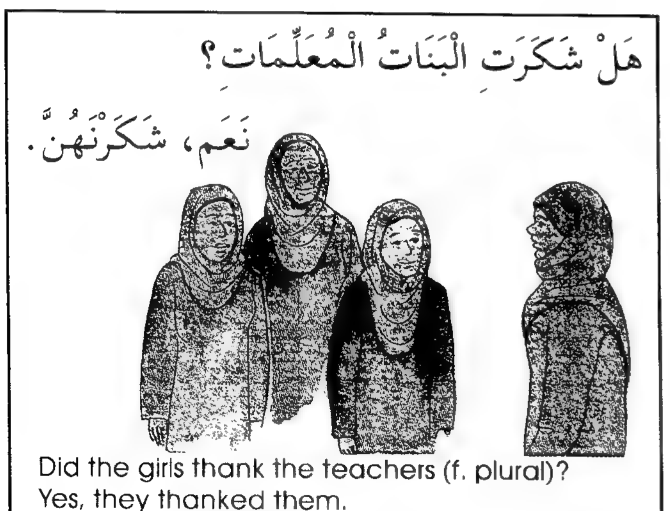
Attached pronouns in practice



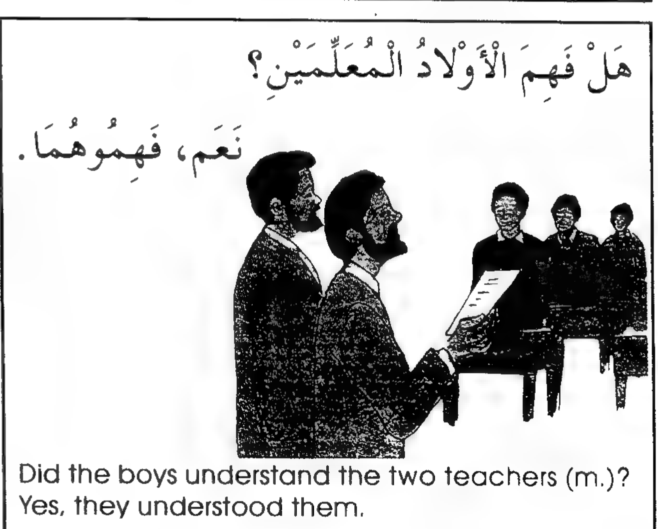
Did you (f. sing.) find my pen in your room?
Yes, I found it in it.



Did you (m. sing.) take my eraser?
Yes, I took it.



Did the girls thank the teachers (f. plural)?
Yes, they thanked them.



Did the boys understand the two teachers (m.)?
Yes, they understood them.

Practice with Attached Pronouns

Vocabulary

he left	خَرَجَ (مِن)	orange	بُرْتُقَالٌ	story	قِصَّةٌ	Mahmoud	مَحْمُودٌ
he heard	سَمِعَ	good, well	جَيِّدًا	bell	جَرَسٌ	pupils (m.)	تَلاَمِيذُ
he wiped	مَسَحَ	around	حَوْلَ	news	أَخْبَارٌ	pupils (f.)	تِلْمِيذَاتٌ
he sat	جَلَسَ	he ate	أَكَلَ	dining table	سُفْرَةٌ	garden	حَدِيقَةٌ

Exercise 9: Translate the answer to each question below into Arabic using the appropriate attached pronouns, following the pattern of the example given in no. 1.

1. Did you (m. sing.) eat my orange? ١– هَلْ أَكَلْتَ بُرْتُقَالِي ؟

Yes, I ate it. ______ نَعَم، أَكَلْتُهُ

2. Did Mahmoud leave the garden? ٢– هَلْ خَرَجَ مَحْمُودٌ مِنَ الْحَدِيقَةِ؟

Yes, he left (from) it. ______

3. Did the girls sit around the dining table? ٣– هَلْ جَلَسَتِ الْبَنَاتُ حَوْلَ السُّفْرَةِ؟

Yes, they sat around it. ______

4. Did you hear me well? ٤– هَلْ سَمِعْتَنِي جَيِّدًا؟

Yes, I heard you (f.) well. ______

5. Did you (f. sing.) hear the bell? ٥– هَلْ سَمِعْتِ الْجَرَسَ؟

Yes, I heard it. ______

6. Did the teacher wipe the blackboard? ٦– هَلْ مَسَحَتِ الْمُعَلِّمَةُ السَّبُّورَةَ؟

Yes, she wiped it. ______

7. Did the pupils (m.) hear the news? ٧– هَلْ سَمِعَ التَّلاَمِيذُ الأَخْبَارَ؟

Yes, they heard it. ______

8. Did the pupils (f.) hear the story? ٨– هَلْ سَمِعَتِ التِّلْمِيذَاتُ الْقِصَّةَ؟

Yes, they heard it. ______

The Genitive Case

So far, we have encountered the nominative and accusative cases in Arabic. There is a third case that students must also learn, namely the genitive case. It is used to show possession (ownership), as well as after prepositions. We came across it briefly in Book Two, p. 25 where we learnt that singular nouns coming after a preposition usually take a kasra. We will now look at the genitive case in more detail.

Sound (regular) plural		Dual		Singular		
e.g. With the teachers	Word ending	e.g. With the two teachers	Word ending	e.g. With the teacher	Word ending	
مَعَ الْمُعَلِّمِينَ	ـِينَ	مَعَ الْمُعَلِّمَيْنِ	ـَيْنِ	مَعَ الْمُعَلِّمِ	ـِ	Masculine
مَعَ الْمُعَلِّمَاتِ	ـَاتِ	مَعَ الْمُعَلِّمَتَيْنِ		مَعَ الْمُعَلِّمَةِ		Feminine

The sentences below show what happens to masculine and feminine nouns in their singular, dual and plural forms when they follow a preposition. Remember that the plural in Arabic starts from three, not two.

Examples using regular plural nouns

English	Arabic	
The pupils (m.) went to the museum with the teacher (m.).	ذَهَبَ التَّلَامِيذُ إِلَى الْمُتْحَفِ مَعَ الْمُعَلِّمِ.	Masculine
The pupils (m.) went to the museum with the two teachers (m.).	ذَهَبَ التَّلَامِيذُ إِلَى الْمُتْحَفِ مَعَ الْمُعَلِّمَيْنِ.	
The pupils (m.) went to the museum with the teachers (m.).	ذَهَبَ التَّلَامِيذُ إِلَى الْمُتْحَفِ مَعَ الْمُعَلِّمِينَ.	
The pupils (f.) went to the museum with the teacher (f.).	ذَهَبَتِ التِّلْمِيذَاتُ إِلَى الْمُتْحَفِ مَعَ الْمُعَلِّمَةِ.	Feminine
The pupils (f.) went to the museum with the two teachers (f.).	ذَهَبَتِ التِّلْمِيذَاتُ إِلَى الْمُتْحَفِ مَعَ الْمُعَلِّمَتَيْنِ.	
The pupils (f.) went to the museum with the teachers (f.).	ذَهَبَتِ التِّلْمِيذَاتُ إِلَى الْمُتْحَفِ مَعَ الْمُعَلِّمَاتِ.	

Examples using irregular plural nouns

English	Arabic	
The teacher (m.) went to the headmaster with the boy.	ذَهَبَ الْمُعَلِّمُ إِلَى الْمُدِيرِ مَعَ الْوَلَدِ.	Masculine
The teacher (m.) went to the headmaster with the two boys.	ذَهَبَ الْمُعَلِّمُ إِلَى الْمُدِيرِ مَعَ الْوَلَدَيْنِ.	
The teacher (m.) went to the headmaster with the boys.	ذَهَبَ الْمُعَلِّمُ إِلَى الْمُدِيرِ مَعَ الْأَوْلَادِ.	
The teacher (f.) went to the headmistress with the girl.	ذَهَبَتِ الْمُعَلِّمَةُ إِلَى الْمُدِيرَةِ مَعَ الْبِنْتِ.	Feminine
The teacher (f.) went to the headmistress with the two girls.	ذَهَبَتِ الْمُعَلِّمَةُ إِلَى الْمُدِيرَةِ مَعَ الْبِنْتَيْنِ.	
The teacher (f.) went to the headmistress with the girls.	ذَهَبَتِ الْمُعَلِّمَةُ إِلَى الْمُدِيرَةِ مَعَ الْبَنَاتِ.	

Note: As usual, there are some exceptions to the above-mentioned rules, in particular a group of words known as diptotes which take fatha instead of kasra in the genitive.

Prepositions

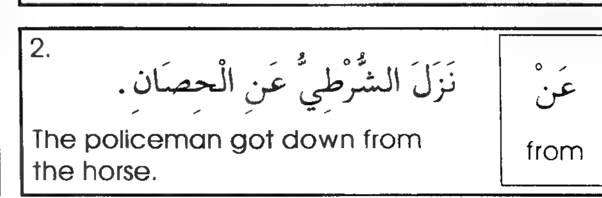
Vocabulary		drawer	دُرْجٌ	library	مَكْتَبَةٌ	he put	وَضَعَ	he fell	سَقَطَ
queue	طَابُورٌ	bus	حَافِلَةٌ	horse	حِصَانٌ	he peeled	قَشَرَ	he stood	وَقَفَ
fruit	فَاكِهَةٌ	knife	سِكِّينٌ	table	طَاوِلَةٌ	he stood	قَامَ	he slept	نَامَ
sock	جَوْرَبٌ	prison	سِجْنٌ	policeman	شُرْطِيٌّ	airport	مَطَارٌ	he got down	نَزَلَ
fridge	ثَلَّاجَةٌ	building	مَبْنًى	criminal (m.)	مُجْرِمٌ	gift	هَدِيَّةٌ	he took	أَخَذَ
washing machine	غَسَّالَةٌ	whistle	صَفَّارَةٌ	flag	عَلَمٌ	toy, game	لُعْبَةٌ	he raised	رَفَعَ

1. إِلَى — to

ذَهَبَ أَبِي إِلَى الْمَطَارِ.

My father went to the airport.

2. عَنْ — from



نَزَلَ الشُّرْطِيُّ عَنِ الْحِصَانِ.

The policeman got down from the horse.

3. فِي — in

دَخَلَ الْمُجْرِمُ فِي السِّجْنِ.

The criminal entered the prison.

4. عَلَى — on

نَامَتِ الْبِنْتُ عَلَى السَّرِيرِ.

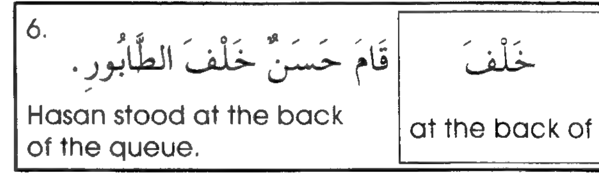
The girl slept on the bed.

5. وَرَاءَ — behind

وَقَفَ مَحْمُودٌ وَرَاءَ الْبَابِ.

Mahmoud stood behind the door.

6. خَلْفَ — at the back of



قَامَ حَسَنٌ خَلْفَ الطَّابُورِ.

Hasan stood at the back of the queue.

7. بِـ — with

قَشَرْتُ الْفَاكِهَةَ بِالسِّكِّينِ.

I peeled the fruit with the knife.

8. مَعَ — with

ذَهَبَتْ أُخْتِي مَعَ الْمُعَلِّمَةِ إِلَى الْمَكْتَبَةِ.

My sister went with the teacher to the library.

9. بَيْنَ — between

سَقَطَ الْجَوْرَبُ بَيْنَ الثَّلَّاجَةِ وَالْغَسَّالَةِ.

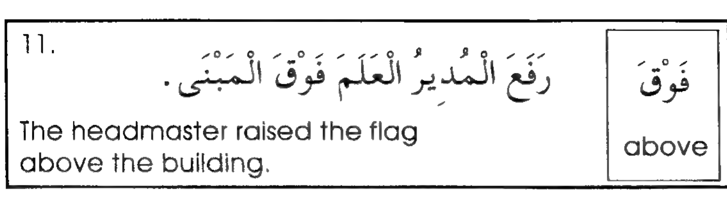
The sock fell between the fridge and the washing machine.

10. تَحْتَ — under

وَضَعَ مَحْمُودٌ الْهَدِيَّةَ تَحْتَ الطَّاوِلَةِ.

Mahmoud put the gift under the table.

11. فَوْقَ — above



رَفَعَ الْمُدِيرُ الْعَلَمَ فَوْقَ الْمَبْنَى.

The headmaster raised the flag above the building.

12. مِنْ — from

أَخَذَ الْمُعَلِّمُ الصَّفَّارَةَ مِنَ الْوَلَدِ.

The teacher took the whistle from the boy.

13. أَمَامَ — in front of

وَقَفَتِ الْحَافِلَةُ أَمَامَ الْمَدْرَسَةِ.

The bus stopped in front of the school.

14. لِـ — to, for

قَرَأَتِ الْمُعَلِّمَةُ قِصَّةً قَصِيرَةً لِلْبَنَاتِ.

The teacher (f.) read a short story to the girls.

Practice with the Genitive

Exercise 10: Fill in the gaps in the sentences below by choosing the correct word from the box on the left. Then translate each sentence on the line provided below each sentence.

Choices	Sentence
الْمُتْحَفُ – الْمُتْحَفِ – الْمُتْحَفَ	1. ذَهَبْنَا إِلَى ______ مَعَ الْمُعَلِّمِينَ.
لِلْمُعَلِّمَيْنِ – لِلْمُعَلِّمَانِ	2. فَتَحَ التِّلْمِيذُ الْبَابَ ______ الْجَدِيدَيْنِ.
لِلتِّلْمِيذَاتِ – لِلتِّلْمِيذَاتُ	3. شَرَحَتِ الْمُعَلِّمَةُ الدَّرْسَ ______.
الْمُمَرِّضَاتُ – الْمُمَرِّضَاتِ	4. وَقَفَ الطَّبِيبُ أَمَامَ ______.
الْمَكْتَبُ – الْمَكْتَبَ – الْمَكْتَبِ	5. جَلَسَ الْمُدِيرُ مَعَ الضُّيُوفِ فِي ______.
الْفَصْلِ – الْفَصْلُ – الْفَصْلَ	6. خَرَجَ التَّلَامِيذُ مِنَ ______.
الْمَمَرُّ – الْمَمَرَّ – الْمَمَرِّ	7. تَرَكَ الْوَلَدُ الْحِذَاءَ فِي ______.
بِصَوْتٍ – بِصَوْتٌ	8. قَرَأَ الْمُعَلِّمُ الْقِصَّةَ ______ مُرْتَفِعٍ.
الْمُشَجِّعُونَ – الْمُشَجِّعِينَ	9. وَقَفْتُ بَيْنَ ______ فِي الْمَلْعَبِ.
الْمُصَوِّرِينَ الْمُصَوِّرُونَ	10. جَلَسْتُ وَرَاءَ ______ فِي الْقَاعَةِ.

Vocabulary							
		shoe	حِذَاءٌ	guest	ضَيْفٌ	he explained	شَرَحَ
hall	قَاعَةٌ	path	مَمَرٌّ	guests	ضُيُوفٌ	he left (behind)	تَرَكَ
between, among	بَيْنَ	voice	صَوْتٌ	photographer	مُصَوِّرٌ	museum	مُتْحَفٌ
month	شَهْرٌ	loud	مُرْتَفِعٌ	supporter	مُشَجِّعٌ	office	مَكْتَبٌ

Genitive Showing Possession

As we have already explained in books 1 and 2, the presence of tanween ـٌ ـٍ ـً with a noun indicates that it is an indefinite noun. e.g. مُعَلِّمٌ **a** male teacher. However, the addition of ال to a noun makes it definite. e.g. الْمُعَلِّمُ **the** (male) teacher. Since a noun cannot be both definite and indefinite at the same time, it cannot accept ال and tanween at the same time. Instead, the defined word will take a fatha, kasra or damma, as grammatically appropriate.

The rules of the genitive of possession:

When two nouns immediately follow each other in the genitive (e.g. the boy's book) and the second noun is definite (i.e. the book belonging to **the** boy), the first noun automatically becomes definite and therefore it must not take tanween. However, the first noun does not take "al" before it.

the school's teacher (fem.) مُعَلِّمَةُ الْمَدْرَسَةِ   the school's teacher (masc.) مُعَلِّمُ الْمَدْرَسَةِ

The following four examples are all **incorrect**. Can you spot the mistakes and explain why they are wrong?







✗ الْمُعَلِّمَةُ الْمَدْرَسَةِ   ✗ الْمُعَلِّمُ الْمَدْرَسَةِ   ✗ مُعَلِّمَةٌ الْمَدْرَسَةِ   ✗ مُعَلِّمٌ الْمَدْرَسَةِ

a) Singular form:

In the singular form, the first noun of the genitive of possession can only take a single vowel i.e. damma, fatha or kasra, depending on its grammatical role within the sentence.

If the first noun in the genitive structure is a singular noun in the nominative case,

e.g. مُعَلِّمٌ (teacher, m.) or مُعَلِّمَةٌ (teacher, f.), it will end with a single damma: مُعَلِّمُ ، مُعَلِّمَةُ

Nominative examples:

The school's teacher (m.) entered the train. دَخَلَ مُعَلِّمُ الْمَدْرَسَةِ فِي الْقِطَارِ

The school's teacher (f.) entered the train. دَخَلَتْ مُعَلِّمَةُ الْمَدْرَسَةِ فِي الْقِطَارِ

If the first noun in the genitive structure is a singular noun in the accusative case,

e.g. مُعَلِّمًا (teacher, m.) or مُعَلِّمَةً (teacher, f.), it will end with a single fatha: مُعَلِّمَ ، مُعَلِّمَةَ

Accusative examples:

I saw the school's teacher (m.) in the train. رَأَيْتُ مُعَلِّمَ الْمَدْرَسَةِ فِي الْقِطَارِ

I saw the school's teacher (f.) in the train. رَأَيْتُ مُعَلِّمَةَ الْمَدْرَسَةِ فِي الْقِطَارِ

If the first noun in the genitive structure is a singular noun in the genitive case,

e.g. مُعَلِّمٍ (teacher, m.) or مُعَلِّمَةٍ (teacher, f.), it will end with a single kasra: مُعَلِّمِ ، مُعَلِّمَةِ

Genitive examples:

I sat with the school's teacher (m.) in the train. جَلَسْتُ مَعَ مُعَلِّمِ الْمَدْرَسَةِ فِي الْقِطَارِ

I sat with the school's teacher (f.) in the train. جَلَسْتُ مَعَ مُعَلِّمَةِ الْمَدْرَسَةِ فِي الْقِطَارِ

There are certain exceptions to the above rules which apply to a group of nouns known as diptotes. These will be explained later in the series.

b) Dual form:

If the **first** noun of the genitive of possession is in the dual form, the dual "noon" (ن) is removed.

Masculine examples: Nominative case: مُعَلِّمَانِ (two male teachers) becomes مُعَلِّمَا :

مُعَلِّمَا الْمَدْرَسَةِ the school's two male teachers

The school's teachers (masculine dual) entered the train. دَخَلَ مُعَلِّمَا الْمَدْرَسَةِ فِي الْقِطَارِ

Accusative or genitive case: مُعَلِّمَيْنِ (two male teachers) becomes مُعَلِّمَيْ :

مُعَلِّمَيِ الْمَدْرَسَةِ the school's two male teachers

I saw the school's teachers (masculine dual) in the train. رَأَيْتُ مُعَلِّمَيِ الْمَدْرَسَةِ فِي الْقِطَارِ

Feminine examples: Nominative case: مُعَلِّمَتَانِ (two fem. teachers) becomes مُعَلِّمَتَا :

مُعَلِّمَتَا الْمَدْرَسَةِ the school's two female teachers

The school's teachers (feminine dual) entered the train. دَخَلَتْ مُعَلِّمَتَا الْمَدْرَسَةِ فِي الْقِطَارِ

Accusative or genitive case: مُعَلِّمَتَيْنِ (two fem. teachers) becomes مُعَلِّمَتَيْ :

مُعَلِّمَتَيِ الْمَدْرَسَةِ the school's two female teachers

I saw the school's teachers (feminine dual) in the train. رَأَيْتُ مُعَلِّمَتَيِ الْمَدْرَسَةِ فِي الْقِطَارِ

If the **second** noun of the genitive of possession is in the dual form, it takes يْنِ as its ending.

e.g. حَاسُوبُ الْمُعَلِّمَيْنِ The two male teachers' computer

and حَاسُوبُ الْمُعَلِّمَتَيْنِ The two female teachers' computer.

c) The sound masculine plural form:

If the first noun in the genitive structure is a sound masculine plural in the nominative case,

e.g. مُعَلِّمُونَ (male teachers), it is written without its final "noon" (نَ) :

مُعَلِّمُو الْمَدْرَسَةِ the school's teachers (m.).

Nominative example: دَخَلَ مُعَلِّمُو الْمَدْرَسَةِ فِي الْقِطَارِ The school's teachers (m.) entered the train.

Similarly, if the first noun in the genitive structure is a sound masculine plural in the accusative or genitive case, it is also written without its final "noon". e.g. مُعَلِّمِي الْمَدْرَسَةِ the school's (male) teachers.

Accusative example: رَأَيْتُ مُعَلِّمِي الْمَدْرَسَةِ فِي الْقِطَارِ I saw the school's teachers (m.) in the train.

Genitive example: جَلَسْتُ مَعَ مُعَلِّمِي الْمَدْرَسَةِ فِي الْقِطَارِ

I sat with the school's teachers (m.) in the train.

d) The sound feminine plural form:

If the first noun in the genitive structure is a sound feminine plural in the nominative case

e.g. مُعَلِّمَاتٌ (female teachers), it will end with a single damma:

Nominative example: دَخَلَتْ مُعَلِّمَاتُ الْمَدْرَسَةِ فِي الْقِطَارِ

The school's teachers (f.) entered the train.

If the first noun in the genitive structure is a sound feminine plural in the genitive or accusative case, it will end with a single kasra: مُعَلِّمَاتِ

Accusative example: رَأَيْتُ مُعَلِّمَاتِ الْمَدْرَسَةِ فِي الْقِطَارِ I saw the school's teachers (f.) in the train.

Genitive example: جَلَسْتُ مَعَ مُعَلِّمَاتِ الْمَدْرَسَةِ فِي الْقِطَارِ

I sat with the school's teachers (f.) in the train.

e) The broken plural form:

If the first noun in the genitive structure is a broken plural in the nominative case e.g. أَوْلَادٌ (boys),

it will end with a single damma: أَوْلَادُ Nominative example: ذَهَبَ أَوْلَادُ الْمَدْرَسَةِ إِلَى الْمَلْعَبِ

The school's boys went to the playground.

If the first noun in the genitive structure is a broken plural in the accusative case it will end with a single fatha: أَوْلَادَ Accusative example: وَجَدْتُ أَوْلَادَ الْمَدْرَسَةِ فِي الْمَلْعَبِ

I found the school's boys in the playground.

If the first noun in the genitive structure is a broken plural in the genitive case it will end with a single kasra: أَوْلَادِ Genitive example: لَعِبْتُ مَعَ أَوْلَادِ الْمَدْرَسَةِ فِي الْمَلْعَبِ

I played with the school's boys in the playground.

There are certain exceptions to the above rule which apply to a group of nouns known as diptotes. These will be explained later in the series.

NOTE:

Take note that the two nouns in a genitive of possession must not be separated by anything. As a result of this rule, if you wish to describe the first noun in the genitive construction, the adjective(s) must be written after the second noun. Compare the following:

1) I thanked the new teacher (f.) of the school. شَكَرْتُ مُعَلِّمَةَ الْمَدْرَسَةِ الْجَدِيدَةَ Here الْجَدِيدَةَ is an adjective for مُعَلِّمَةَ (accusative), hence it takes a fatha to agree with the noun.

2) I thanked the teacher (f.) of the new school. شَكَرْتُ مُعَلِّمَةَ الْمَدْرَسَةِ الْجَدِيدَةِ Here الْجَدِيدَةِ is an adjective for الْمَدْرَسَةِ (genitive), hence it takes kasra to agree with the noun.

3) I sat with the new teacher (m.) of the school. جَلَسْتُ مَعَ مُعَلِّمِ الْمَدْرَسَةِ الْجَدِيدِ Here الْجَدِيدِ is an adjective for مُعَلِّمِ (genitive, masculine), hence it agrees with the noun in both case and gender.

4) However, sometimes ambiguity may occur. e.g. جَلَسْتُ مَعَ مُعَلِّمَةِ الْمَدْرَسَةِ الْجَدِيدَةِ . This could be translated as: a) "I sat with the new teacher (f.) of the school" or b) "I sat with the teacher (f.) of the new school."

Note how important it is to use the correct case ending in each of the above, as incorrect use may affect the meaning of the sentence.

Study the following sentences. The translations in brackets are only included to show the word order more commonly used in English.

I took the new pen of the pupil (f.). (I took the pupil's new pen.)	أَخَذْتُ قَلَمَ التِّلْمِيذَةِ الْجَدِيدَ
I took the new ruler of the pupil (m.). (I took the pupil's new ruler.)	أَخَذْتُ مِسْطَرَةَ التِّلْمِيذِ الْجَدِيدَةَ
I took the new pen of the pupil (m.). (I took the pupil's new pen)	أَخَذْتُ قَلَمَ التِّلْمِيذِ الْجَدِيدَ
I took the pen of the new pupil (m.). (I took the new pupil's pen.)	أَخَذْتُ قَلَمَ التِّلْمِيذِ الْجَدِيدِ
I took the new ruler of the pupil (f.). (I took the pupil's new ruler.)	أَخَذْتُ مِسْطَرَةَ التِّلْمِيذَةِ الْجَدِيدَةَ
I took the ruler of the new pupil (f.). (I took the new pupil's ruler.)	أَخَذْتُ مِسْطَرَةَ التِّلْمِيذَةِ الْجَدِيدَةِ

Examples of ambiguity:

I entered through the door of the new mosque **or** I entered through the new door of the mosque.	دَخَلْتُ مِنْ بَابِ الْمَسْجِدِ الْجَدِيدِ
I entered the new library of the school **or** I entered the library of the new school.	دَخَلْتُ إِلَى مَكْتَبَةِ الْمَدْرَسَةِ الْجَدِيدَةِ

Exercise 11:

Study the examples above, then translate the sentences below into English paying careful attention to the genitive construction and the agreement of adjectives.

1 شَكَرْتُ مُعَلِّمَ الْمَدْرَسَةِ الْجَدِيدَ. ______________________

2 شَكَرْتُ مُعَلِّمَ الْفَصْلِ الْجَدِيدِ. ______________________

3 أَخَذْتُ الْمِسْطَرَةَ مِنْ مُعَلِّمِ الْفَصْلِ الْجَدِيدِ. ______________________

4 شَكَرْتُ مُعَلِّمَةَ الْفَصْلِ الْجَدِيدَةَ. ______________________

5 شَكَرْتُ مُعَلِّمَةَ الْمَدْرَسَةِ الْجَدِيدَةِ. ______________________

6 دَخَلْتُ فِي غُرْفَةِ الْمُعَلِّمَةِ الْجَدِيدَةِ. ______________________

7 شَكَرْتُ مُعَلِّمَةَ الْمَدْرَسَةِ الْجَدِيدَةَ. ______________________

8 شَكَرْتُ مُعَلِّمَ الْفَصْلِ الْجَدِيدَ. ______________________

Cardinal Numbers from 3 to 10

You may recall from Book Two (p.45) that the plural in Arabic starts from number three rather than two. You may also remember that the key rule governing the usage of numbers from 3 to 10 is that the feminine form of numbers is used when referring to masculine nouns, and the masculine form of numbers is used when referring to feminine nouns. The noun is usually written after the number describing it, and is used in the plural form. It takes a genitive ending (i.e. a kasra or two kasras). As for the number itself, it is fully declinable and can therefore take a damma, fatha or kasra depending upon its role (and hence case) within the sentence.

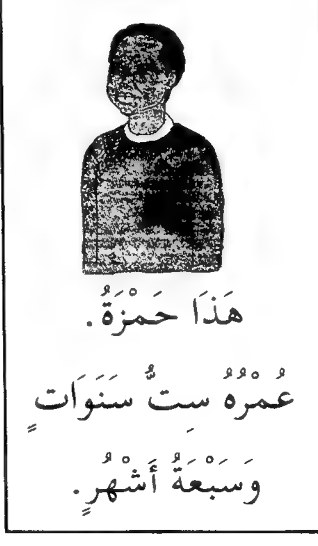
It is worth noting in passing that, as will be explained later, diptote nouns take a fatha instead of a kasra in the genitive form, though you need not yet concern yourself about this point of grammar.

Numbers (3–10) in practice			
Feminine nouns		**Masculine nouns**	
three girls	ثَلاثُ بَنَاتٍ	three houses	ثَلاثَةُ بُيُوتٍ
four teachers (f.)	أَرْبَعُ مُعَلِّمَاتٍ	four boys	أَرْبَعَةُ أَوْلادٍ
five clocks	خَمْسُ سَاعَاتٍ	five teachers (m.)	خَمْسَةُ مُعَلِّمِينَ
six tables	سِتُّ طَاوِلاتٍ	six doors	سِتَّةُ أَبْوَابٍ
seven nurses	سَبْعُ مُمَرِّضَاتٍ	seven books	سَبْعَةُ كُتُبٍ
eight pupils (f.)	ثَمَانِي تِلْمِيذَاتٍ	eight pens	ثَمَانِيَةُ أَقْلامٍ
nine cars	تِسْعُ سَيَّارَاتٍ	nine men	تِسْعَةُ رِجَالٍ
ten bikes	عَشْرُ دَرَّاجَاتٍ	ten lessons	عَشَرَةُ دُرُوسٍ

	Fem.	**Masc.**	
1	وَاحِدَةٌ	وَاحِدٌ	١
2	اِثْنَتَانِ	اِثْنَانِ	٢
3	ثَلاثَةٌ	ثَلاثٌ	٣
4	أَرْبَعَةٌ	أَرْبَعٌ	٤
5	خَمْسَةٌ	خَمْسٌ	٥
6	سِتَّةٌ	سِتٌّ	٦
7	سَبْعَةٌ	سَبْعٌ	٧
8	ثَمَانِيَةٌ	ثَمَانٍ	٨
9	تِسْعَةٌ	تِسْعٌ	٩
10	عَشَرَةٌ	عَشْرٌ	١٠



هَذِهِ سَلْمَى.
عُمْرُهَا ثَمَانِي سَنَوَاتٍ وَثَلاثَةُ أَشْهُرٍ.



هَذَا حَمْزَةُ.
عُمْرُهُ سِتُّ سَنَوَاتٍ وَسَبْعَةُ أَشْهُرٍ.



هَذِهِ فَاطِمَةُ.
عُمْرُهَا تِسْعُ سَنَوَاتٍ وَ أَرْبَعَةُ أَشْهُرٍ.



هَذَا حَبِيبٌ.
عُمْرُهُ عَشْرُ سَنَوَاتٍ وَخَمْسَةُ أَشْهُرٍ.

Numbers from 1 to 10 (continued)

Exercise 12: Study the numbers and associated rules given on the previous page. Then translate the phrases below on the lines provided. Where necessary, refer to the vocabulary list on pages 66 and 67 to find out the plural forms of the nouns.

Practice with numbers (3–10)			
English	**Arabic**	**English**	**Arabic**
eight Malaysians (m.)	______ 9	ten years	______ 1
six beds	______ 10	five blackboards	______ 2
four stations	______ 11	three prisons	______ 3
three gates	______ 12	nine rooms	______ 4
seven criminals	______ 13	five guards	______ 5
seven Egyptians (f.)	______ 14	nine shelves	______ 6
six skirts	______ 15	four bells	______ 7
ten classrooms	______ 16	eight friends (f.)	______ 8

Some examples of the uses of 1 and 2

You may recall from Book Two (p.45) that the number 1 can be conveyed through the use of tanween, and the number 2 through the use of the dual. However, there are times when it will be necessary to use the numbers 1 and 2 in a sentence. Note that, unlike the numbers from 3 to 10, the numbers 1 and 2 follow the gender of the nouns they describe. The examples below illustrate various ways of expressing 1 and 2.

Masculine examples:

A boy and two teachers (m.) arrived at the station. — وَصَلَ وَلَدٌ وَمُعَلِّمَانِ إِلَى الْمَحَطَّةِ.

I found one boy in the library. — وَجَدْتُ وَلَدًا وَاحِدًا فِي الْمَكْتَبَةِ.

I found two teachers with the headmaster. — وَجَدْتُ مُعَلِّمَيْنِ اثْنَيْنِ عِنْدَ الْمُدِيرِ.

The headmaster thanked two of the teachers. — شَكَرَ الْمُدِيرُ اثْنَيْنِ مِنَ الْمُعَلِّمِينَ.

Feminine examples:

One girl and two teachers (f.) arrived at the station. — وَصَلَتْ بِنْتٌ وَمُعَلِّمَتَانِ إِلَى الْمَحَطَّةِ.

I found one girl in the library. — وَجَدْتُ بِنْتًا وَاحِدَةً فِي الْمَكْتَبَةِ.

I found two teachers (f.) with the headmistress. — وَجَدْتُ مُعَلِّمَتَيْنِ اثْنَتَيْنِ عِنْدَ الْمُدِيرِ.

The headmistress thanked two of the teachers (f.). — شَكَرَتِ الْمُدِيرَةُ اثْنَتَيْنِ مِنَ الْمُعَلِّمَاتِ.

Practice with Cardinal Numbers

Exercise 13: For each of the sentences below, take the sentence number given on the right and insert the corresponding Arabic number word in the space provided. Pay careful attention to the gender and case ending of the number. Then translate the text into English on the line below each sentence.

1. أَخَذَ فَيْصَلٌ مِنِّي جُنَيْهًا ________ فِي الْمَدْرَسَةِ.

____

2. قَبَضَ الشُّرْطِيُّ عَلَى ________ مِنَ اللُّصُوصِ فِي الدُّكَّانِ.

____

3. لِي ________ أَخَوَاتٍ وَإِخْوَةٍ.

____

4. فِي مَدْرَسَتِي ________ مُعَلِّمِينَ وَمُعَلِّمَاتٍ.

____

5. لِصَدِيقِي ________ إِخْوَةٍ وَأَخَوَاتٍ.

____

6. دَفَعْتُ ________ جُنَيْهَاتٍ لِلْبَقَّالِ.

____

7. نَجَحَ ________ بَنَاتٍ فِي الِامْتِحَانِ.

____

8. فِي بَيْتِنَا ________ غُرَفٍ لِلنَّوْمِ.

____

Vocabulary

he arrested	قَبَضَ (عَلَى)	exam, test	اِمْتِحَانٌ	grocer	بَقَّالٌ	brothers	إِخْوَةٌ
he took	أَخَذَ	room	غُرْفَةٌ	shop, store	دُكَّانٌ	sisters	أَخَوَاتٌ
he paid (to)	دَفَعَ (لِـ)	rooms	غُرَفٌ	pound (money)	جُنَيْهٌ	policeman	شُرْطِيٌّ
he succeeded, passed	نَجَحَ (فِي)	sleep	نَوْمٌ	from me	مِنِّي	thieves	لُصُوصٌ

Ordinal Numbers from 1 to 10

Ordinal numbers (e.g. first, second, third etc.) are adjectives and therefore agree with the nouns they describe. They are fully declinable, and will therefore take different case endings depending upon their function within the sentence.

Agreement with feminine nouns		Agreement with masculine nouns	
The first year	اَلسَّنَةُ الْأُولَى	The first day	اَلْيَوْمُ الْأَوَّلُ
The second year	اَلسَّنَةُ الثَّانِيَةُ	The second day	اَلْيَوْمُ الثَّانِي
The third year	اَلسَّنَةُ الثَّالِثَةُ	The third day	اَلْيَوْمُ الثَّالِثُ
The fourth year	اَلسَّنَةُ الرَّابِعَةُ	The fourth day	اَلْيَوْمُ الرَّابِعُ
The fifth year	اَلسَّنَةُ الْخَامِسَةُ	The fifth day	اَلْيَوْمُ الْخَامِسُ
The sixth year	اَلسَّنَةُ السَّادِسَةُ	The sixth day	اَلْيَوْمُ السَّادِسُ
The seventh year	اَلسَّنَةُ السَّابِعَةُ	The seventh day	اَلْيَوْمُ السَّابِعُ
The eighth year	اَلسَّنَةُ الثَّامِنَةُ	The eighth day	اَلْيَوْمُ الثَّامِنُ
The ninth year	اَلسَّنَةُ التَّاسِعَةُ	The ninth day	اَلْيَوْمُ التَّاسِعُ
The tenth year	اَلسَّنَةُ الْعَاشِرَةُ	The tenth day	اَلْيَوْمُ الْعَاشِرُ

	Fem.	Masc.	
1st	اَلْأُولَى	اَلْأَوَّلُ	١
2nd	اَلثَّانِيَةُ	اَلثَّانِي	٢
3rd	اَلثَّالِثَةُ	اَلثَّالِثُ	٣
4th	اَلرَّابِعَةُ	اَلرَّابِعُ	٤
5th	اَلْخَامِسَةُ	اَلْخَامِسُ	٥
6th	اَلسَّادِسَةُ	اَلسَّادِسُ	٦
7th	اَلسَّابِعَةُ	اَلسَّابِعُ	٧
8th	اَلثَّامِنَةُ	اَلثَّامِنُ	٨
9th	اَلتَّاسِعَةُ	اَلتَّاسِعُ	٩
10th	اَلْعَاشِرَةُ	اَلْعَاشِرُ	١٠

Vocabulary

floor, storey	طَابِقٌ	pupil (f.)	تِلْمِيذَةٌ	he read	قَرَأَ	team	فَرِيقٌ
year	سَنَةٌ	group	مَجْمُوعَةٌ	he left	تَرَكَ	session	دَوْرَةٌ
day	يَوْمٌ	supporter	مُشَجِّعٌ	he deleted	حَذَفَ	paragraph	فِقْرَةٌ
during	أَثْنَاءَ	author	مُؤَلِّفٌ	he opened	فَتَحَ	page	صَفْحَةٌ
in front of	أَمَامَ	inspector	مُفَتِّشٌ	he wrote	كَتَبَ	exercise	تَمْرِينٌ
from	مِنْ	entrance	مَدْخَلٌ	he entered	دَخَلَ	question	سُؤَالٌ
in	فِي	station	مَحَطَّةٌ	edition	طَبْعَةٌ	exercise book	دَفْتَرٌ
to	لِـ	thief	لِصٌّ	room	غُرْفَةٌ	volume (book)	مُجَلَّدٌ
		class	الصَّفُّ	lesson, period	حِصَّةٌ	new	جَدِيدٌ

Practice with Ordinal Numbers

Exercise 14: Taking the number given on the right of each of the sentences below, insert corresponding ordinal numbers in Arabic in the two spaces provided. Each sentence requires one masculine and one feminine ordinal number. Then translate the text into English using the lines provided below each sentence.

1. قَرَأَ مازِنٌ الْفِقْرَةَ ______ مِنَ الْكِتابِ ______ .

____

2. دَخَلَتِ الْمَجْمُوعَةُ ______ مِنَ الْمُشَجِّعِينَ مِنَ الْمَدْخَلِ ______ .

____

3. دَخَلَ مُفَتِّشٌ جَدِيدٌ فِي الصَّفِّ ______ أَثْناءَ الْحِصَّةِ ______ .

____

4. هَذِهِ هِيَ الطَّبْعَةُ ______ لِلْكِتابِ ______ .

____

5. دَخَلَ اللِّصُّ إِلَى الْغُرْفَةِ ______ فِي الطّابِقِ ______ .

____

6. جَلَسَ طُلّابُ الصَّفِّ ______ فِي الْغُرْفَةِ ______ .

____

7. تَرَكْتُ السُّؤالَ ______ فِي الصَّفْحَةِ ______

____

8. حَذَفَ الْمُؤَلِّفُ التَّمْرِينَ ______ مِنَ الطَّبْعَةِ ______ لِلْكِتابِ ______

____

9. فَتَحَتْ نادِيَةُ الصَّفْحَةَ ______ مِنَ الْمُجَلَّدِ ______ .

____

10. كَتَبْتُ السُّؤالَ ______ مِنَ التَّمْرِينِ ______ فِي دَفْتَرِي.

____

Timetable

اَلْجُمُعَةُ	اَلْخَمِيسُ	اَلْأَرْبِعَاءُ	اَلثُّلَاثَاءُ	اَلْاِثْنَيْنِ	اَلسَّاعَةُ	اَلْحِصَّةُ
Friday	Thursday	Wednesday	Tuesday	Monday	Time	Period
اَلْقُرْآنُ	اَلْعَرَبِيَّةُ	اَلْإِنْكْلِيزِيَّةُ	اَلْعُلُوم	اَلرِيَاضِيَات	9.00–9.40	اَلْحِصَّةُ الْأُولَى
اَلْقُرْآنُ	اَلْعَرَبِيَّةُ	اَلْإِنْكْلِيزِيَّةُ	اَلْعُلُوم	اَلْإِنْكْلِيزِيَّةُ	9.40–10.20	اَلْحِصَّةُ الثَّانِيَةُ
اَلتَّارِيخُ	اَلْفَنُّ	اَلْحَاسُوبُ	اَلْجُغْرَافِيَةُ	اَلْإِنْكْلِيزِيَّةُ	10.20–11.00	اَلْحِصَّةُ الثَّالِثَةُ
اَلاِسْتِرَاحَةُ	اَلاِسْتِرَاحَةُ	اَلاِسْتِرَاحَةُ	اَلاِسْتِرَاحَةُ	اَلاِسْتِرَاحَة	11.00–11.15	اَلْحِصَّةُ الرَّابِعَةُ
اَلْعُلُومُ	اَلاِقْتِصَادُ	اَلدِّرَاسَاتُ اَلْإِسْلَامِيَّةُ	اَلتَّارِيخُ	اَلدِّرَاسَاتُ اَلْإِسْلَامِيَّةُ	11.15–12.00	اَلْحِصَّةُ الْخَامِسَةُ
اَلْعُلُومُ	اَلاِقْتِصَادُ	اَلْحِرْفَةُ	اَلتَّارِيخُ	اَلْعَرَبِيَّة	12.00–12.40	اَلْحِصَّةُ السَّادِسَةُ
اَلْغَدَاءُ	اَلْغَدَاءُ	اَلْغَدَاءُ	اَلْغَدَاءُ	اَلْغَدَاء	12.40–1.30	اَلْحِصَّةُ السَّابِعَةُ
اَلصَّلَاةُ	اَلصَّلَاةُ	اَلصَّلَاةُ	اَلصَّلَاةُ	اَلصَّلَاة	1.30–1.45	اَلْحِصَّةُ الثَّامِنَةُ
اَلْمَكْتَبَةُ	اَلْعُلُومُ	اَلرِّيَاضِيَاتُ	اَلْفَرَنْسِيَّةُ	اَلْحَاسُوب	1.45–2.30	اَلْحِصَّةُ التَّاسِعَةُ
اَلرِّيَاضَةُ	اَلْعُلُومُ	اَلرِّيَاضِيَاتُ	اَلْمَكْتَبَةُ	اَلرِيَاضَة	2.30–3.15	اَلْحِصَّةُ الْعَاشِرَةُ

Vocabulary

when?	مَتَى؟	computer	حَاسُوبٌ	Economics	اَلاِقْتِصَادُ	period, lesson	حِصَّةٌ
time	وَقْتٌ	Qur'an	قُرْآنٌ	History	اَلتَّارِيخُ	English	اِنْكْلِيزِيَةٌ
straight after	مُبَاشَرَةً	prayer	صَلَاةٌ	Geography	اَلْجُغْرَافِيَةُ	language	لُغَةٌ
before	قَبْلَ	noon	ظُهْرٌ	Arabic	اَلْعَرَبِيَّةُ	Science	اَلْعُلُومُ
after	بَعْدَ	library	مَكْتَبَةٌ	French	اَلْفَرَنْسِيَّةُ	Maths	اَلرِّيَاضِيَاتُ
then	ثُمَّ	subject	مَادَّةٌ	Craft	اَلْحِرْفَةُ	Sport, P.E.	رِيَاضَةٌ
you have	عِنْدَكَ	lunch	غَدَاءٌ	Art	اَلْفَنُّ	Islamic Studies	اَلدِّرَاسَاتُ اَلْإِسْلَامِيَّةُ
last	أَخِيرٌ	which?	أَيُّ؟	break	اِسْتِرَاحَةٌ		

Dialogue

Working in pairs, read the conversation below. Pretend that one of you is Basim and one of you is Faisal. Then ask each other similar questions for a different day of the week, based on the timetable on the previous page.



بَاسِم: يَا فَيْصَل، أَيُّ مَادَّةٍ عِنْدَكَ فِي يَوْمِ الِاثْنَيْنِ فِي الْحِصَّةِ الْأُولَى؟

Basim: Faisal, what subject do you have on Monday in the first period?

فَيْصَل: عِنْدِي الرِّيَاضِيَاتُ فِي الْحِصَّةِ الْأُولَى.

Faisal: I have maths in the first period.

بَاسِم: وَأَيُّ مَادَّةٍ عِنْدَكَ بَعْدَ ذَلِكَ؟

Basim: And what do you have after that?

فَيْصَل: عِنْدِي اللُّغَةُ الْإِنْكْلِيزِيَّةُ فِي الْحِصَّةِ الثَّانِيَةِ وَالثَّالِثَةِ.

Faisal: I have English language in the second and third periods.

بَاسِم: وَمَتَى وَقْتُ الِاسْتِرَاحَةِ الْأُولَى؟

Basim: When is the first break?

فَيْصَل: مُبَاشَرَةً بَعْدَ الْحِصَّةِ الثَّالِثَةِ.

Faisal: Immediately after the third period.

بَاسِم: الْحِصَّةُ الرَّابِعَةُ هِيَ وَقْتُ الِاسْتِرَاحَةِ الْأُولَى؟

Basim: The fourth period is the first break time?

فَيْصَل: نَعَم. وَبَعْدَ الِاسْتِرَاحَةِ، عِنْدِي الدِّرَاسَاتُ الْإِسْلَامِيَّةُ فِي الْحِصَّةِ الْخَامِسَةِ ثُمَّ اللُّغَةُ الْعَرَبِيَّةُ فِي الْحِصَّةِ السَّادِسَةِ.

Faisal: Yes. And after the break, I have Islamic studies in the fifth period, then Arabic language in the sixth period.

بَاسِم: مَتَى وَقْتُ صَلَاةِ الظُّهْرِ؟

Basim: When is the time of the noon prayer?

فَيْصَل: فِي الْحِصَّةِ الثَّامِنَةِ.

Faisal: In the eighth period.

بَاسِم: وَالْحِصَّةُ السَّابِعَةُ مَا هِيَ؟

Basim: And the seventh period, what is it?

فَيْصَل: هِيَ وَقْتُ الْغَدَاءِ.

Faisal: It's lunch time.

بَاسِم: وَأَيُّ مَادَّةٍ فِي الْحِصَّتَيْنِ الْأَخِيرَتَيْنِ؟

Basim: And what are the subjects in the last two periods?

فَيْصَل: الْحَاسُوبُ فِي الْحِصَّةِ التَّاسِعَةِ، وَالرِّيَاضَةُ فِي الْحِصَّةِ الْعَاشِرَةِ

Faisal: Computer studies in the ninth period, and P.E. in the tenth period.

Comparative Adjectives

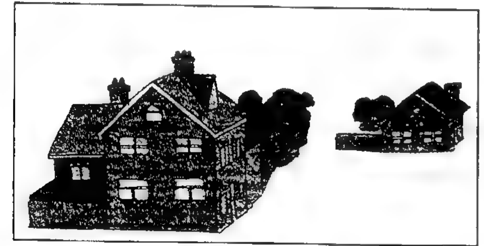
Comparative adjectives generally follow the pattern أَفْعَلُ regardless of whether the nouns they are describing are masculine or feminine, singular, dual or plural. To turn an adjective into the comparative form, take the three root letters and add the prefix أَ . Then add a sukoon to the first root letter.

If the root letters include a doubled consonant, i.e. the second and third root letters are identical, then these are combined in the comparative form and a shadda is added.

e.g. جَدِيدٌ has the root letters ج د د and therefore becomes أَجَدُّ.
قَلِيلٌ has the root letters ق ل ل and therefore becomes أَقَلُّ.

We have already come across the word مِنْ as a preposition meaning 'from'. It can also be used with a comparative adjective to mean 'than'.

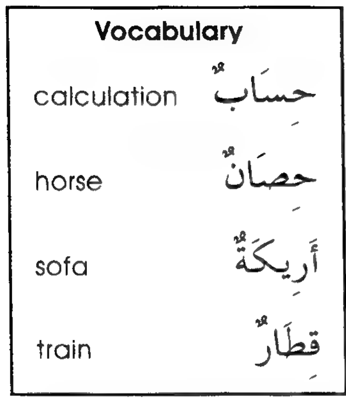
e.g.

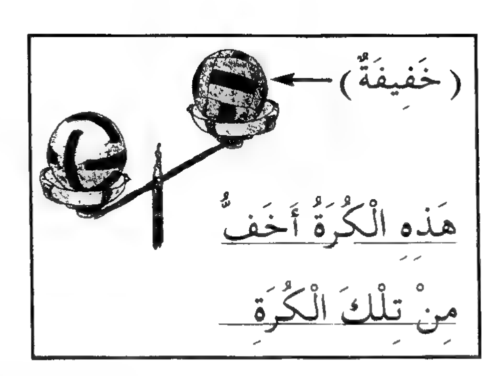


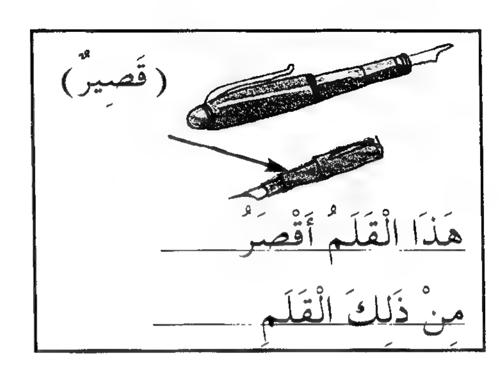
هَذَا الْبَيْتُ أَكْبَرُ مِنْ ذَلِكَ الْبَيْتِ

This house is bigger than that house.

Comparative			Fem.	Masc.
smaller	أَصْغَرُ	small	صَغِيرَةٌ	صَغِيرٌ
larger	أَكْبَرُ	large, big	كَبِيرَةٌ	كَبِيرٌ
shorter	أَقْصَرُ	short	قَصِيرَةٌ	قَصِيرٌ
taller	أَطْوَلُ	tall, long	طَوِيلَةٌ	طَوِيلٌ
lighter	أَخَفُّ	light	خَفِيفَةٌ	خَفِيفٌ
heavier	أَثْقَلُ	heavy	ثَقِيلَةٌ	ثَقِيلٌ
newer	أَجَدُّ	new	جَدِيدَةٌ	جَدِيدٌ
older	أَقْدَمُ	old	قَدِيمَةٌ	قَدِيمٌ
faster	أَسْرَعُ	fast	سَرِيعَةٌ	سَرِيعٌ
slower	أَبْطَأُ	slow	بَطِيئَةٌ	بَطِيءٌ
narrower	أَضْيَقُ	narrow	ضَيِّقَةٌ	ضَيِّقٌ
wider	أَعْرَضُ	wide, broad	عَرِيضَةٌ	عَرِيضٌ
more	أَكْثَرُ	many	كَثِيرَةٌ	كَثِيرٌ
fewer	أَقَلُّ	few	قَلِيلَةٌ	قَلِيلٌ
nearer	أَقْرَبُ	near	قَرِيبَةٌ	قَرِيبٌ
farther	أَبْعَدُ	far	بَعِيدَةٌ	بَعِيدٌ
harder	أَصْعَبُ	difficult, hard	صَعْبَةٌ	صَعْبٌ
easier	أَسْهَلُ	easy	سَهْلَةٌ	سَهْلٌ
higher	أَرْفَعُ	high	رَفِيعَةٌ	رَفِيعٌ
weaker	أَضْعَفُ	weak	ضَعِيفَةٌ	ضَعِيفٌ
uglier	أَبْشَعُ	ugly, disgusting	بَشِعَةٌ	بَشِعٌ







Exercise 15: Following the pattern shown above, write a sentence using a comparative adjective formed from the adjective shown in brackets to describe what the arrow is pointing to in each of the pictures.

1. (طَوِيلٌ)

____

____

2. (سَرِيعٌ)

____

____

3. (قَصِيرٌ)

____

____

4. (ثَقِيلٌ)

____

____

5. (صَعْبٌ)

=٢+٢   =٧٩٣×٩٦

____

____

6. (جَدِيدٌ)

____

____

7. (قَرِيبٌ)

____

____

8. (قَدِيمٌ)

____

____

Exercise 16: Complete the table below by filling in the comparative forms of the adjectives on the lines provided. Then try to write each comparative in a sentence of your own in your exercise book.

Comparative forms		Adjectives (masculine and feminine forms)		
prettier, more beautiful	________	pretty, beautiful	جَمِيلَةٌ	جَمِيلٌ
uglier	________	ugly	قَبِيحَةٌ	قَبِيحٌ
cleaner	________	clean	نَظِيفَةٌ	نَظِيفٌ
dirtier	________	dirty	وَسِخَةٌ	وَسِخٌ
thicker	________	thick (of an object)	سَمِيكَةٌ	سَمِيكٌ
cheaper	________	cheap, inexpensive	رَخِيصَةٌ	رَخِيصٌ
more precious	________	precious, valuable	ثَمِينَةٌ	ثَمِينٌ
greedier	________	greedy	جَشِعَةٌ	جَشِعٌ
happier	________	happy, fortunate	سَعِيدَةٌ	سَعِيدٌ
sadder	________	sad	حَزِينَةٌ	حَزِينٌ
more famous	________	famous	شَهِيرَةٌ	شَهِيرٌ
cleverer, more skilful	________	clever, skilful	مَاهِرَةٌ	مَاهِرٌ
purer	________	pure, clean	طَاهِرَةٌ	طَاهِرٌ
poorer	________	poor	فَقِيرَةٌ	فَقِيرٌ
fatter	________	fat, obese	بَدِينَةٌ	بَدِينٌ
more wicked	________	wicked, evil	خَبِيثَةٌ	خَبِيثٌ
deeper	________	deep	عَمِيقَةٌ	عَمِيقٌ
shallower	________	shallow	ضَحْلَةٌ	ضَحْلٌ
more merciful	________	merciful	رَحِيمَةٌ	رَحِيمٌ
kinder	________	kind, generous	كَرِيمَةٌ	كَرِيمٌ

Superlative Adjectives

The superlative form (e.g. the widest, the prettiest etc.) takes the same pattern as the comparative form. However, it is used as a noun, rather than as an adjective, and is followed by an indefinite singular genitive noun, a definite plural genitive noun, or an attached pronoun.

Salma is the tallest girl in the class.	سَلْمَى هِيَ أَطْوَلُ بِنْتٍ فِي الْفَصْلِ.
Salma is the tallest of the girls in the class.	سَلْمَى هِيَ أَطْوَلُ الْبَنَاتِ فِي الْفَصْلِ.
She is the tallest of them.	هِيَ أَطْوَلُهُنَّ.
Salma is one of the tallest girls in the school.	سَلْمَى هِيَ مِنْ أَطْوَلِ الْبَنَاتِ فِي الْمَدْرَسَةِ.
Nabeel is the most skilful doctor in the hospital.	نَبِيلٌ هُوَ أَمْهَرُ طَبِيبٍ فِي الْمُسْتَشْفَى.
Nabeel is the most skilful of the doctors in the hospital.	نَبِيلٌ هُوَ أَمْهَرُ الْأَطِبَّاءِ فِي الْمُسْتَشْفَى.
He is the most skilful of them.	هُوَ أَمْهَرُهُمْ.
Nabeel is one of the most skilful doctors in Britain.	نَبِيلٌ هُوَ مِنْ أَمْهَرِ الْأَطِبَّاءِ فِي بِرِيطَانْيَةَ.

When comparing people in terms of their age, the word سِنٌّ meaning 'age' is used in the accusative form i.e. سِنًّا . It can be written after the comparative adjective, except when the adjective is in an idafa (genitive of possession) construction which cannot therefore be split, or at the end of the sentence. Study the following examples.

Hamza is younger than Habib.	حَمْزَةُ أَصْغَرُ مِنْ حَبِيبٍ سِنًّا	or	حَمْزَةُ أَصْغَرُ سِنًّا مِنْ حَبِيبٍ
Hamza is younger than him.	حَمْزَةُ أَصْغَرُ سِنًّا مِنْهُ	or	حَمْزَةُ أَصْغَرُ مِنْهُ سِنًّا
Fatima is older than Salma.	فَاطِمَةُ أَكْبَرُ مِنْ سَلْمَى سِنًّا	or	فَاطِمَةُ أَكْبَرُ سِنًّا مِنْ سَلْمَى
Fatima is older than her.	فَاطِمَةُ أَكْبَرُ سِنًّا مِنْهَا	or	فَاطِمَةُ أَكْبَرُ مِنْهَا سِنًّا

Hamza is the youngest boy in the class.	حَمْزَةُ هُوَ أَصْغَرُ وَلَدٍ فِي الْفَصْلِ سِنًّا
Hamza is the youngest of them.	حَمْزَةُ هُوَ أَصْغَرُهُمْ سِنًّا
Fatima is the oldest girl in the class.	فَاطِمَةُ هِيَ أَكْبَرُ بِنْتٍ فِي الْفَصْلِ سِنًّا
Fatima is the oldest of them.	فَاطِمَةُ هِيَ أَكْبَرُهُنَّ سِنًّا



1. Salma is the tallest of them (f.).
2. Hanan is the shortest of them.
3. Fatima is shorter than Salma and taller than Hanan.



1. Habib is the shortest of them (m.).
2. Hamza is taller than Habib.
3. Muhammad is the tallest of them.

Brothers and Sisters



Hamid: Who is this boy?

حَامِد: مَنْ هَذَا الْوَلَدُ؟

Mahir: He is my brother.

مَاهِر: هُوَ أَخِي.

Hamid: What's his name?

حَامِد: مَا اسْمُهُ؟

Mahir: His name is Jameel.

مَاهِر: اِسْمُهُ جَمِيلٌ.

Hamid: Is he older than you (masc.)?

حَامِد: هَلْ هُوَ أَكْبَرُ مِنْكَ سِنًّا؟

Mahir: No, he is younger than me.

مَاهِر: لاَ. هُوَ أَصْغَرُ مِنِّي سِنًّا.

Hamid: Maa shaa' Allah! He is taller than you.

حَامِد: مَا شَاءَ اللَّهُ! هُوَ أَطْوَلُ مِنْكَ.

Mahir: Do you (m.) have a brother?

مَاهِر: وَأَنْتَ هَلْ لَكَ أَخٌ؟

Hamid: Yes, I have a brother and a sister.

حَامِد: نَعَم، لِي أَخٌ وَأُخْتٌ.

Mahir: Are you older than both of them?

مَاهِر: هَلْ أَنْتَ أَكْبَرُ مِنْهُمَا سِنًّا؟

Hamid: I am older than my brother, and my sister is older than me.

حَامِد: أَنَا أَكْبَرُ سِنًّا مِنْ أَخِي، وَأُخْتِي أَكْبَرُ مِنِّي سِنًّا.

Numbers from 11 to 12

The numbers 11 and 12 are formed from the combination of two numbers. Both parts of these numbers agree with the gender of the nouns they define. The noun defined by these numbers takes the singular accusative form.

Neither part of number 11 is declinable: no matter what its role in the sentence, it takes a fatha ending. The second part of number 12 (i.e. the 'ten' part) is also indeclinable. However, the first part (i.e. the 'two' part) is declined like a dual noun or adjective. In other words, it is written with an alif ending in the nominative, and a yaa ending in the accusative and genitive.

These points are illustrated by the examples below:

	Fem.	Masc.	
11	إِحْدَى عَشْرَةَ	أَحَدَ عَشَرَ	١١
12	اِثْنَتَا عَشْرَةَ	اِثْنَا عَشَرَ	١٢

Number 11

Feminine	Masculine
Nominative وَصَلَتْ إِحْدَى عَشْرَةَ سَجَّادَةً إِلَى الْمَسْجِدِ. Eleven prayer mats have arrived at the mosque.	Nominative وَصَلَ أَحَدَ عَشَرَ كِتَابًا جَدِيدًا إِلَى الْمَكْتَبَةِ. Eleven new books arrived at the library.
Accusative وَضَعْتُ إِحْدَى عَشْرَةَ سَجَّادَةً فِي الْمَخْزَنِ. I put eleven prayer mats in the storage room.	Accusative وَضَعْتُ أَحَدَ عَشَرَ كِتَابًا عَلَى الرَّفِّ. I put eleven books on the shelf.
Genitive وَضَعْتُ الْأَقْلَامَ عَلَى إِحْدَى عَشْرَةَ طَاوِلَةً. I put the pens on eleven tables.	Genitive كَتَبْتُ اسْمِي عَلَى أَحَدَ عَشَرَ كِتَابًا. I wrote my name on eleven books.

Number 12

Feminine	Masculine
Nominative وَصَلَتِ اثْنَتَا عَشْرَةَ سَجَّادَةً إِلَى الْمَسْجِدِ. Twelve prayer mats have arrived at the mosque.	Nominative وَصَلَ اثْنَا عَشَرَ كِتَابًا جَدِيدًا إِلَى الْمَكْتَبَةِ. Twelve new books arrived at the library.
Accusative وَضَعْتُ اثْنَتَيْ عَشْرَةَ سَجَّادَةً فِي الْمَخْزَنِ. I put twelve prayer mats in the storage room.	Accusative وَضَعْتُ اثْنَيْ عَشَرَ كِتَابًا عَلَى الرَّفِّ. I put twelve books on the shelf.
Genitive وَضَعْتُ الْأَقْلَامَ عَلَى اثْنَتَيْ عَشْرَةَ طَاوِلَةً. I put the pens on twelve tables.	Genitive كَتَبْتُ اسْمِي عَلَى اثْنَيْ عَشَرَ كِتَابًا. I wrote my name on twelve books.

Numbers from 13 to 19

Masculine noun examples:

Nominative: In our school there are fourteen male teachers.

فِي مَدْرَسَتِنَا أَرْبَعَةَ عَشَرَ مُعَلِّمًا.

Accusative: I read thirteen small books today.

قَرَأْتُ ثَلَاثَةَ عَشَرَ كِتَابًا صَغِيرًا اليَوْمَ.

Genitive: I sat with fifteen boys in the hall.

جَلَسْتُ مَعَ خَمْسَةَ عَشَرَ وَلَدًا فِي القَاعَةِ.

Feminine noun examples:

Nominative: In my classroom there are eighteen tables.

فِي فَصْلِي ثَمَانِيَ عَشْرَةَ طَاوِلَةً.

Accusative: I read seventeen pages today.

قَرَأْتُ سَبْعَ عَشْرَةَ رِسَالَةً اليَوْمَ.

Genitive: My sister sat with sixteen girls in the hall.

جَلَسَتْ أُخْتِي مَعَ سِتَّ عَشْرَةَ بِنْتًا فِي القَاعَةِ.

Rules for the numbers 13 to 19

The numbers from 13 to 19 are formed from the combination of two numbers, both of which are indeclinable and take a fatha ending, no matter what the number's role is within the sentence.

The 'ten' part of the number agrees with the noun in terms of gender. The first part of the number takes the opposite gender to the noun. The noun following the number takes the singular accusative form.

	Fem.	Masc.	
13	ثَلَاثَ عَشْرَةَ	ثَلَاثَةَ عَشَرَ	١٣
14	أَرْبَعَ عَشْرَةَ	أَرْبَعَةَ عَشَرَ	١٤
15	خَمْسَ عَشْرَةَ	خَمْسَةَ عَشَرَ	١٥
16	سِتَّ عَشْرَةَ	سِتَّةَ عَشَرَ	١٦
17	سَبْعَ عَشْرَةَ	سَبْعَةَ عَشَرَ	١٧
18	ثَمَانِيَ عَشْرَةَ	ثَمَانِيَةَ عَشَرَ	١٨
19	تِسْعَ عَشْرَةَ	تِسْعَةَ عَشَرَ	١٩

Numbers (13–19) in practice

Feminine nouns		Masculine nouns	
thirteen lecturers (f.)	ثَلَاثَ عَشْرَةَ أُسْتَاذَةً	thirteen lecturers	ثَلَاثَةَ عَشَرَ أُسْتَاذًا
fourteen engineers (f.)	أَرْبَعَ عَشْرَةَ مُهَنْدِسَةً	fourteen engineers	أَرْبَعَةَ عَشَرَ مُهَنْدِسًا
fifteen headmistresses	خَمْسَ عَشْرَةَ مُدِيرَةً	fifteen headmasters	خَمْسَةَ عَشَرَ مُدِيرًا
sixteen doctors (f.)	سِتَّ عَشْرَةَ طَبِيبَةً	sixteen doctors	سِتَّةَ عَشَرَ طَبِيبًا
seventeen girls	سَبْعَ عَشْرَةَ بِنْتًا	seventeen boys	سَبْعَةَ عَشَرَ وَلَدًا
eighteen women	ثَمَانِيَ عَشْرَةَ امْرَأَةً	eighteen men	ثَمَانِيَةَ عَشَرَ رَجُلًا
nineteen pupils (f.)	تِسْعَ عَشْرَةَ تِلْمِيذَةً	nineteen pupils (m.)	تِسْعَةَ عَشَرَ تِلْمِيذًا

Exercise 17: Translate the following sentences into Arabic.

1. Eleven pupils (m.) entered the race. ____________________ 1
2. Twelve pupils (m.) got off the bus in front of the school. ____________________ 2
3. My brother found twelve pounds in the playground of the school. ____________________ 3
4. The teacher of sport (m.) collected thirteen balls in the basket. ____________________ 4
5. The newspaper published fourteen articles about Islam. ____________________ 5
6. The teacher (f.) put fifteen books on her desk. ____________________ 6
7. In my sister's class there are fifteen girls. ____________________ 7
8. On the school's bus there are sixteen seats. ____________________ 8
9. I read the story before sixteen teachers (f.) ____________________ 9
10. I wrote seventeen lines in the paragraph. ____________________ 10
11. The criminal left (from) the prison after seventeen years. ____________________ 11
12. Faisal passed in eighteen subjects. ____________________ 12
13. In my class are nineteen pupils (m.) ____________________ 13
14. In the book are nineteen stories. ____________________ 14
15. Eighteen boys and nineteen girls attended the party. ____________________ 15

paragraph	فِقْرَةٌ	party	حَفْلَةٌ	he published	نَشَرَ	he went out, left	خَرَجَ (مِن)
criminal	مُجْرِمٌ	race, contest	مُسَابَقَةٌ	he read	قَرَأَ	he entered	دَخَلَ
prison	سِجْنٌ	bus	حَافِلَةٌ	he put, placed	وَضَعَ	he got off	نَزَلَ
year	سَنَةٌ	newspaper	جَرِيدَةٌ	seat	مَقْعَدٌ	he passed, succeeded	نَجَحَ (فِي)
in front of, before	أَمَامَ	sport	رِيَاضَةٌ	subject	مَادَّةٌ	he found, discovered	عَثَرَ (عَلَى)
on, about a topic)	عَنْ	article	مَقَالَةٌ	basket	سَلَّةٌ	he attended	حَضَرَ
after	بَعْدَ	line	سَطْرٌ	story	قِصَّةٌ	he collected, gathered	جَمَعَ

Simple Present Tense Verbs

As we have already mentioned in the section on word patterns, it is easier to demonstrate points of grammar by using the letters ف ع ل to represent the root letters of any word. We will therefore be using this system to explain how to formulate simple present tense verbs.
As you will recall, the middle root letter in a simple past tense verb may take a fatha, a kasra or a damma. It is very important to learn the correct middle root letter vowel when formulating the present tense, because it is not necessarily the same as in the past tense. In the vast majority of cases, verbs that have a kasra on the middle root letter in the past tense will have a fatha on the middle root letter in the present tense, and verbs with a damma in the past tense will keep a damma in the present. However, verbs with a fatha on the middle root letter in the past tense may take a fatha, kasra or damma in the present, and so must be learnt by heart.

How to make the present tense of a simple verb

a) Singular Forms

1. To make the **third person masculine singular present tense** from the verb فَعَلَ replace the fatha on the فَ with a sukoon and then add the prefix يَـ before it. Change the fatha on the ل into a damma.

Remember, the vowel on the second root letter may be a fatha, kasra or damma, depending on the verb. e.g. يَفْعَلُ ، يَفْعِلُ or يَفْعُلُ

Present tense		Past tense	
He studies	يَدْرُسُ	He studied	دَرَسَ
He drinks	يَشْرَبُ	He drank	شَرِبَ
He sits	يَجْلِسُ	He sat	جَلَسَ

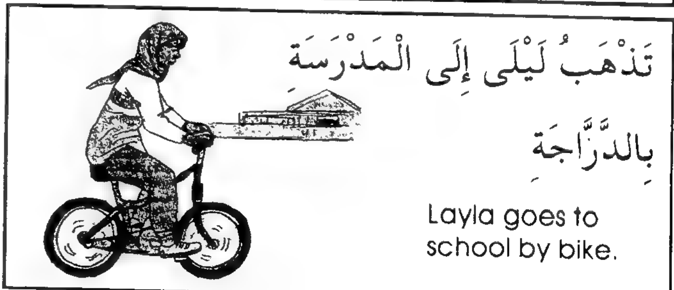


Mazin goes to school by bike.

2. To make the **third person feminine singular present tense** from the verb فَعَلَ replace the fatha on the فَ with a sukoon and then add the prefix تَـ before it. Change the fatha on the ل into a damma.

Remember, the vowel on the second root letter may be a fatha, kasra or damma, depending on the verb. e.g. تَفْعَلُ ، تَفْعِلُ or تَفْعُلُ

Present tense		Past tense	
She studies	تَدْرُسُ	He studied	دَرَسَ
She drinks	تَشْرَبُ	He drank	شَرِبَ
She sits	تَجْلِسُ	He sat	جَلَسَ



Layla goes to school by bike.

3. The **second person masculine singular present tense** is formed in the same way as the third person feminine singular. Starting from the verb فَعَلَ replace the fatha on the فَ with a sukoon and then add the prefix تَ before it. Change the fatha on the لَ into a damma.

e.g. تَفْعَلُ ، تَفْعِلُ or تَفْعُلُ

Present tense		Past tense	
You (m.s.) study	تَدْرُسُ	He studied	دَرَسَ
You (m.s.) drink	تَشْرَبُ	He drank	شَرِبَ
You (m.s.) sit	تَجْلِسُ	He sat	جَلَسَ

e.g. كَيْفَ تَذْهَبُ إِلَى الْمَدْرَسَةِ؟

How do you (m.s.) go to school?

4. To make the **second person feminine singular present tense** from the verb فَعَلَ , replace the fatha on the فَ with a sukoon and add the prefix تَ before it. Change the fatha on the لَ into kasra and then add ينَ at the end.

e.g. تَفْعَلِينَ، تَفْعِلِينَ or تَفْعُلِينَ

Present tense		Past tense	
You (f.s.) study	تَدْرُسِينَ	He studied	دَرَسَ
You (f.s.) drink	تَشْرَبِينَ	He drank	شَرِبَ
You (f.s.) sit	تَجْلِسِينَ	He sat	جَلَسَ

e.g. كَيْفَ تَذْهَبِينَ إِلَى الْمَدْرَسَةِ؟

How do you (f.s.) go to school?

5. To make the **first person masculine and feminine singular present tense** from the verb فَعَلَ , replace the fatha on the فَ with a sukoon, add the prefix أَ before it, and change the fatha on the لَ into a damma.

e.g. أَفْعَلُ، أَفْعِلُ or أَفْعُلُ

Present tense		Past tense	
I study	أَدْرُسُ	He studied	دَرَسَ
I drink	أَشْرَبُ	He drank	شَرِبَ
I sit	أَجْلِسُ	He sat	جَلَسَ

e.g. أَذْهَبُ إِلَى الْمَدْرَسَةِ بِالدَّرَّاجَةِ

I go to school by bike.

If the first root letter of the verb is an alif, the prefix أَ is merged with the alif and is written as follows: آ

e.g. أَكَلَ (he ate) becomes آكُلُ (I eat) and أَخَذَ (he took) becomes آخُذُ (I take).

b) Dual Forms

1. To make the **third person masculine dual present tense** from the verb فَعَلَ , replace the fatha on the ف with a sukoon, add the prefix يَـ before it and then add ان at the end.

e.g. يَفْعَلاَن ، يَفْعِلاَن or يَفْعُلاَن

Present tense		Past tense	
They (m.dual) study	يَدْرُسَان	He studied	دَرَسَ
They (m.dual) drink	يَشْرَبَان	He drank	شَرِبَ
They (m.dual) sit	يَجْلِسَان	He sat	جَلَسَ

e.g. مَازِنٌ وَطَارِقٌ يَذْهَبَان إِلَى الْمَدْرَسَةِ بِالدَّرَّاجَةِ

Mazin and Tariq go (masc. dual) to school by bike.

2. To make the **third person feminine dual present tense** from the verb فَعَلَ , replace the fatha on the ف with a sukoon, add the prefix تَـ before it and then add ان at the end.

e.g. تَفْعَلاَن ، تَفْعِلاَن or تَفْعُلاَن

Present tense		Past tense	
They (f.dual) study	تَدْرُسَان	He studied	دَرَسَ
They (f.dual) drink	تَشْرَبَان	He drank	شَرِبَ
They (f.dual) sit	تَجْلِسَان	He sat	جَلَسَ

e.g. نَادِيَةُ وَلَيْلَى تَذْهَبَان إِلَى الْمَدْرَسَةِ بِالدَّرَّاجَةِ

Nadia and Layla go (fem. dual) to school by bike.

3. To make the **second person masculine dual present tense** from the verb فَعَلَ , replace the fatha on the ف with a sukoon, add the prefix تَـ before it and then add ان at the end.

e.g. تَفْعَلاَن ، تَفْعِلاَن or تَفْعُلاَن

Present tense		Past tense	
You (m.dual) study	تَدْرُسَان	He studied	دَرَسَ
You (m.dual) drink	تَشْرَبَان	He drank	شَرِبَ
You (m.dual) sit	تَجْلِسَان	He sat	جَلَسَ

e.g. كَيْفَ تَذْهَبَان إِلَى الْمَدْرَسَةِ؟

How do you (masc. dual) go to school?

4. To make the **second person feminine dual present tense** from the verb فَعَلَ , replace the fatha on the ف with a sukoon, add the prefix تَـ before it and then add ان at the end.

e.g. تَفْعَلان، تَفْعِلان or تَفْعُلان

Present tense		Past tense	
You (f.dual) study	تَدْرُسَان	He studied	دَرَسَ
You (f.dual) drink	تَشْرَبَان	He drank	شَرِبَ
You (f.dual) sit	تَجْلِسَان	He sat	جَلَسَ

e.g. كَيْفَ تَذْهَبَان إلَى الْمَدْرَسَةِ؟

How do you (fem. dual) go to school?

Note that the second person masculine dual and the second person feminine dual are formed in the same way as the third person feminine dual.

5. To make the **first person masculine and feminine dual present tense** from the verb فَعَلَ replace the fatha on the ف with a sukoon, add the prefix نَـ before it, and change the fatha on the ل into a single damma لُ

e.g. نَفْعَلُ، نَفْعِلُ or نَفْعُلُ

Present tense		Past tense	
We (dual) study	نَدْرُسُ	He studied	دَرَسَ
We (dual) drink	نَشْرَبُ	He drank	شَرِبَ
We (dual) sit	نَجْلِسُ	He sat	جَلَسَ

e.g. نَذْهَبُ إلَى الْمَدْرَسَةِ بِالدَّرَّاجَةِ

We (dual) go to school by bike.

c) Plural Forms

1. To make the **third person masculine plural present tense** from the verb فَعَلَ , replace the fatha on the ف with a sukoon, add the prefix يَـ before it, change the fatha on the ل into a single damma لُ and then add ونَ at the end. e.g. يَفْعَلُونَ، يَفْعِلُونَ or يَفْعُلُونَ

Present tense		Past tense	
they (m. plural) study	يَدْرُسُونَ	He studied	دَرَسَ
they (m. plural) drink	يَشْرَبُونَ	He drank	شَرِبَ
they (m. plural) sit	يَجْلِسُونَ	He sat	جَلَسَ

e.g. اَلْأَوْلَادُ يَذْهَبُونَ إلَى الْمَدْرَسَةِ بِالْحَافِلَةِ

The boys go to school by bus.

2. To make the **third person feminine plural present tense** from the verb فَعَلَ , replace the fatha on the فَ with a sukoon, add the prefix يَـ before it, change the fatha on the لَ into a single a sukoon لْ and then add نَ at the end. e.g. يَفْعَلْنَ، يَفْعِلْنَ or يَفْعُلْنَ

Present tense		Past tense	
they (f. plural) study	يَدْرُسْنَ	He studied	دَرَسَ
they (f. plural) drink	يَشْرَبْنَ	He drank	شَرِبَ
they (f. plural) sit	يَجْلِسْنَ	He sat	جَلَسَ

e.g. اَلْبَنَاتُ يَذْهَبْنَ إِلَى الْمَدْرَسَةِ بِالْحَافِلَةِ

The girls go to school by bus.

3. To make the **second person masculine plural present tense** from the verb فَعَلَ , replace the fatha on the فَ with a sukoon, add the prefix تَـ before it, change the fatha on the لَ into a single damma لُ and then add ونَ at the end. e.g. تَفْعَلُونَ، تَفْعِلُونَ or تَفْعُلُونَ

Present tense		Past tense	
you (m. plural) study	تَدْرُسُونَ	He studied	دَرَسَ
you (m. plural) drink	تَشْرَبُونَ	He drank	شَرِبَ
you (m. plural) sit	تَجْلِسُونَ	He sat	جَلَسَ

e.g. كَيْفَ تَذْهَبُونَ إِلَى الْمَدْرَسَةِ؟

How do you (masc. plural) go to school?

4. To make the **second person feminine plural present tense** from the verb فَعَلَ , replace the fatha on the فَ with a sukoon, add the prefix تَـ before it, change the fatha on the لَ into a single a sukoon لْ and then add نَ at the end. e.g. تَفْعَلْنَ، تَفْعِلْنَ or تَفْعُلْنَ

Present tense		Past tense	
you (f. plural) study	تَدْرُسْنَ	He studied	دَرَسَ
you (f. plural) drink	تَشْرَبْنَ	He drank	شَرِبَ
you (f. plural) sit	تَجْلِسْنَ	He sat	جَلَسَ

e.g. كَيْفَ تَذْهَبْنَ إِلَى الْمَدْرَسَةِ؟

How do you (fem. plural) go to school?

5. To make the **first person masculine and feminine plural present tense** from the verb فَعَلَ replace the fatha on the فـ with a sukoon, add the prefix نَـ before it, and change the fatha on the ل into a single damma لُ

e.g. نَفْعَلُ، نَفْعِلُ or نَفْعُلُ

Present tense		Past tense	
We study	نَدْرُسُ	He studied	دَرَسَ
We drink	نَشْرَبُ	He drank	شَرِبَ
We sit	نَجْلِسُ	He sat	جَلَسَ

e.g. نَذْهَبُ إِلَى الْمَدْرَسَةِ بِالدَّرَّاجَةِ

We (plural) go to school by bike.

Note that the first person dual is formed in the same way as the first person plural.

The Simple Present Tense: A Summary

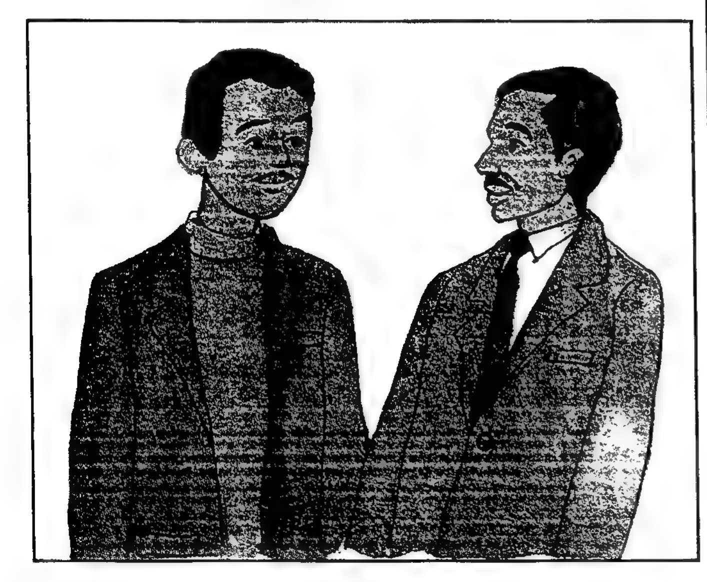
The table below shows all the different forms of the present tense verb 'to learn', starting with the most basic form, the masculine singular, i.e. 'he learns' or 'he is learning'.

Plural		Dual		Singular		
they (m.) learn	يَدْرُسُونَ	they (two) (m.) learn	يَدْرُسَانِ	he learns	يَدْرُسُ	Third Person
they (f.) learn	يَدْرُسْنَ	they (two) (f.) learn	تَدْرُسَانِ	she learns	تَدْرُسُ	
you (pl.) (m.) learn	تَدْرُسُونَ	you (two) (m.) learn	تَدْرُسَانِ	you (m.) learn	تَدْرُسُ	Second Person
you (pl.) (f.) learn	تَدْرُسْنَ	you (two) (f.) learn	تَدْرُسَانِ	you (f.) learn	تَدْرُسِينَ	
We (m. or f.) learn	نَدْرُسُ	We (two) (m. or f.) learn	نَدْرُسُ	I (m.or f.) learn	أَدْرُسُ	First Person

Vocabulary for pp. 54–55							
		year	سَنَةٌ	two brothers (nominative)	أَخَوَانِ	son	اِبْنٌ
another (f.)	أُخْرَى	what?	مَاذَا	two sisters (nominative)	أُخْتَانِ	paternal uncle	عَمٌّ
I have	لِي	which?	أَيٌّ	university	جَامِعَةٌ	my cousin (m.)	اِبْنُ عَمِّي
you have	لَكَ	same (f.)	نَفْسُهَا	academic (study, adjective)	دِرَاسِيٌّ	my cousin (f.)	بِنْتُ عَمِّي
with us	مَعَنَا	as well, too, also	كَذَلِكَ	engineering	هَنْدَسَةٌ	young man	فَتًى
with you	مَعَكَ	another (m.)	آخَرُ	politics	سِيَاسَةٌ	young lady	فَتَاةٌ

Practice with Present Tense Verbs

Practise reading the following conversation with a partner. When you have finished, reverse your roles and read through it again.



مَازِن : أَنَا طَالِبٌ فِي الْجَامِعَةِ .

Mazin: I am a student at the university.

اَلسَّيِّد طَارِق : فِي أَيِّ سَنَةٍ دِرَاسِيَّةٍ؟

Mr. Tariq: In which year?

مَازِن : فِي السَّنَةِ الْأُولَى .

Mazin: In the first year.

اَلسَّيِّد طَارِق : مَاذَا تَدْرُسُ؟

Mr. Tariq: What are you studying?

مَازِن : أَدْرُسُ الْهَنْدَسَةَ .

Mazin: I am studying engineering.

اَلسَّيِّد طَارِق : مَنْ ذَلِكَ الْفَتَى؟

Mr. Tariq: Who is that young man?

مَازِن : هُوَ صَدِيقِي فِي الْجَامِعَةِ، اسْمُهُ مَرْوَان .

Mazin: He is my friend at the university. His name is Marwan.

اَلسَّيِّد طَارِق : مَاذَا يَدْرُسُ ؟

Mr. Tariq: What is he studying?

مَازِن : يَدْرُسُ الْهَنْدَسَةَ كَذَلِكَ .

Mazin: He is studying engineering as well.

اَلسَّيِّد طَارِق : مَا شَاءَ اللّه! أَنْتُمَا
تَدْرُسَانِ فِي الْجَامِعَةِ نَفْسِهَا .

Mr. Tariq: Maa sha' Allah! You are both studying at the same university!

مَازِن : نَعَم . وَلِي صَدِيقٌ آخَرُ يَدْرُسُ
الْهَنْدَسَةَ مَعَنَا فِي الْجَامِعَةِ .

Mazin: Yes. I have another friend. He is studying engineering with us at the university.

اَلسَّيِّد طَارِق : فِي أَيِّ جَامِعَةٍ تَدْرُسُونَ؟

Mr. Tariq: At which university are you studying?

مَازِن : نَدْرُسُ فِي جَامِعَةِ لَنْدَن .

Mazin: We are studying at London University.

اَلسَّيِّد طَارِق : هَلْ لَكَ أَخٌ؟

Mr. Tariq: Do you have a brother?

مَازِن : نَعَم . لِي أَخَوَان .

Mazin: Yes, I have two brothers.

طَارِق : هَلْ هُمَا يَدْرُسَانِ مَعَكَ فِي الْجَامِعَةِ؟

Mr. Tariq: Are they studying with you at the university?

مَازِن : لَا . هُمَا يَدْرُسَانِ فِي جَامِعَةِ
أُوكْسفُورد مَعَ ابْنِ عَمِّي .

Mazin: No, they are studying at Oxford University with my cousin (m.).

اَلسَّيِّد طَارِق : مَاذَا يَدْرُسُونَ؟

Mr. Tariq: What are they studying?

مَازِن : يَدْرُسُونَ الْعُلُومَ السِّيَاسَةَ .

Mazin: They are studying political science.

Exercise 18: Using the dialogue on the right as a model, rewrite the conversation in the feminine form, using Mrs. Hanan and Huda as the two main characters, and Fatima as the name of Huda's friend. The vocabulary you may need is on p. 53.

هُدى: ______

Huda: I am a student (f.) at the university.

السَّيِّدة حَنان: ______

Mrs. Hanan: In which year?

Huda: In the first year.

Mrs. Hanan: What are you (f.) studying?

Huda: I am studying engineering.

Mrs. Hanan: Who is that young lady?

Huda: She is my friend at the university. Her name is Fatima.

Mrs. Hanan: What is she studying?

Huda: She is studying engineering as well.

Mrs. Hanan: Maa sha' Allah! You (f.) are both studying at the same university!

Huda: Yes. I have another friend. She is studying engineering with us at the university.

Mrs. Hanan: At which university are you studying?

Huda: We are studying at London University.

Mrs. Hanan: Do you have a sister?

Huda: Yes, I have two sisters.

Mrs. Hanan: Are they (f.) studying with you at the university?

Huda: No, they are studying at Oxford University with my cousin (f.).

Mrs. Hanan: What are they studying?

Huda: They are studying political science.

Exercise 19:

Complete the tables below using the correct verb forms following the rules set out on the previous pages.

I (masc. or fem.) singular (present tense)	You (masc. or fem.) dual (present tense)	they (masc.) plural (present tense)	He (present tense)	He (past tense)	Meaning (past tense)
			يَأْكُلُ	أَكَلَ	he ate
			يَلْبَسُ	لَبِسَ	he wore
			يَلْعَبُ	لَعِبَ	he played
			يَعْمَلُ	عَمِلَ	he did, worked
			يَغْسِلُ	غَسَلَ	he washed
			يَنْزِلُ	نَزَلَ	he descended

You (masc.) plural (present tense)	You (fem.) singular (present tense)	they (fem.) plural (present tense)	He (present tense)	He (past tense)	Meaning (past tense)
			يَرْجِعُ	رَجَعَ	he returned
			يَنْظُرُ	نَظَرَ	he looked
			يَدْرُسُ	دَرَسَ	he studied
			يَقْشُرُ	قَشَرَ	he peeled
			يَضْحَكُ	ضَحِكَ	he laughed
			يَذْهَبُ	ذَهَبَ	he went

Exercise 20:

Translate the sentences below into Arabic using the vocabulary provided. The verbs you will need are all listed on the previous page.

N.B. The vocative particle يَا (O!, oh!) is used when addressing people.

1. Where are you (f.s.) going, [O] Maryam?

____ ١

2. I am going to the shop.

____ ٢

3. Mazin and Muhammad are going (m. dual) to the school.

____ ٣

4. Why are you (f. pl.) laughing, [O] girls?

____ ٤

5. Where are you (m. pl.) going, [O] boys?

____ ٥

6. What are you (f.s.) eating, [O] Sarah?

____ ٦

7. When is Khalil returning from the journey?

____ ٧

8. He is returning tomorrow, God willing.

____ ٨

9. Mazin is playing (m.s.) football in the garden.

____ ٩

10. Why are you (m. pl.) looking at the ceiling?

____ ١٠

11. What are you (m. pl.) studying in the university, [O] guys?

____ ١١

12. We are studying medicine.

____ ١٢

Vocabulary

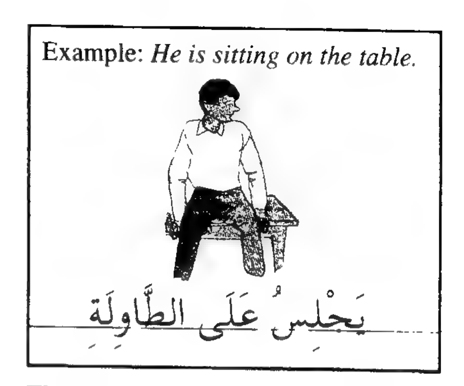
Where?	أَيْنَ
What?	مَاذَا
Why?	لِمَاذَا
When?	مَتَى
Shop	دُكَّانٌ
School	مَدْرَسَةٌ
Journey, trip	سَفَرٌ
Tomorrow	غَدًا
God willing	إِنْ شَاءَ اللَّهُ
Newspaper	جَرِيدَةٌ
Football	كُرَةُ الْقَدَمِ
Ceiling	سَقْفٌ
University	جَامِعَةٌ
Medicine	طِبٌّ
Girls	بَنَاتٌ
Boys	أَوْلَادٌ
Garden	حَدِيقَةٌ
Youths, guys	شَبَابٌ

What Are They Doing?

		Vocabulary pp. 58–59					
		Verbs					
		Present tense	Past tense		Present tense	Past tense	
tree	شَجَرَةٌ	يَشْرَبُ	شَرِبَ	he drank	يَأْكُلُ	أَكَلَ	he ate
window	نَافِذَةٌ	يَصْعَدُ	صَعِدَ	he climbed	يَجْلِسُ	جَلَسَ	he sat
suitcase, briefcase	حَقِيبَةٌ	يَطْبُخُ	طَبَخَ	he cooked	يَحْمِلُ	حَمَلَ	he carried
letter	رِسَالَةٌ	يَطْبَعُ	طَبَعَ	he typed	يَدْخُلُ	دَخَلَ	he entered
newspaper	جَرِيدَةٌ	يَفْتَحُ	فَتَحَ	he opened	يَدْفَعُ	دَفَعَ	he pushed
pear	إِجَّاصٌ	يَقْرَأُ	قَرَأَ	he read	يَذْهَبُ	ذَهَبَ	he went
sofa	أَرِيكَةٌ	يَكْتُبُ	كَتَبَ	he wrote	يَرْكَبُ	رَكِبَ	he rode
dinner	عَشَاءٌ						
ladder	سُلَّمٌ						
milk	حَلِيبٌ						

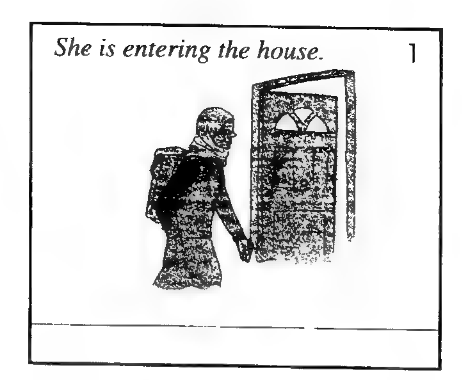
Exercise 21: Using the appropriate forms of the present tense, describe what the people in the pictures on this page and the following page are doing. The English translation is there to guide you. Vocabulary that may be less familiar to you is given above. The third form masculine of the present tense of the verbs you will need is also provided as a starting point.

Example: *He is sitting on the table.*

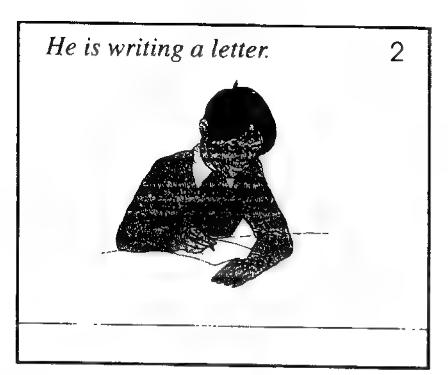


يَجْلِسُ عَلَى الطَّاوِلَة

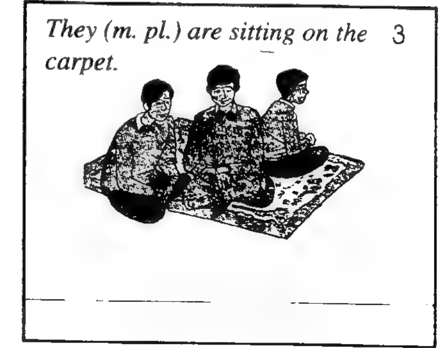
1 *She is entering the house.*



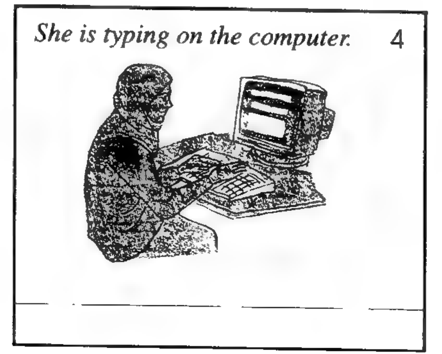
2 *He is writing a letter.*



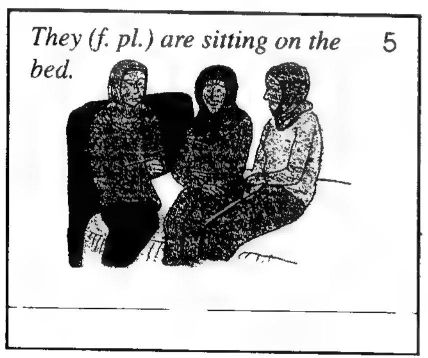
3 *They (m. pl.) are sitting on the carpet.*



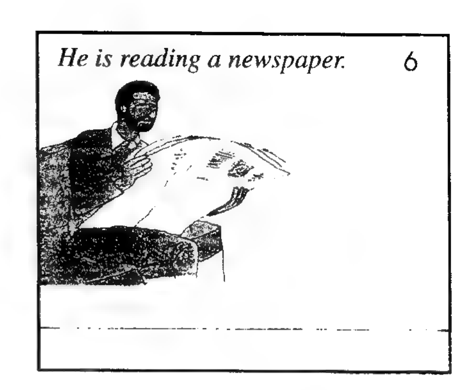
4 *She is typing on the computer.*



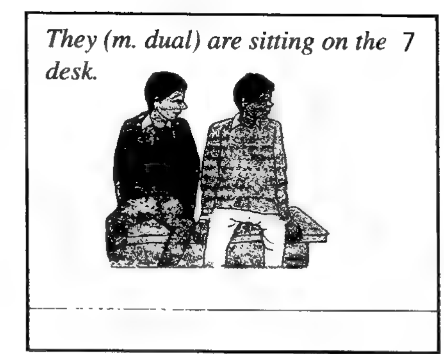
5 *They (f. pl.) are sitting on the bed.*



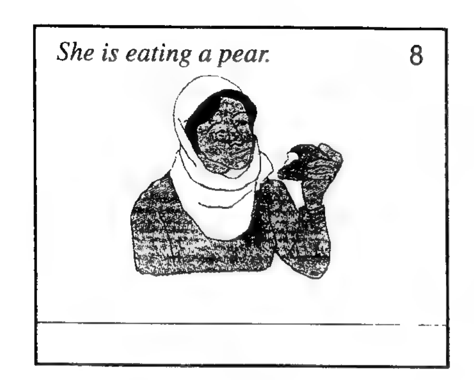
6 *He is reading a newspaper.*



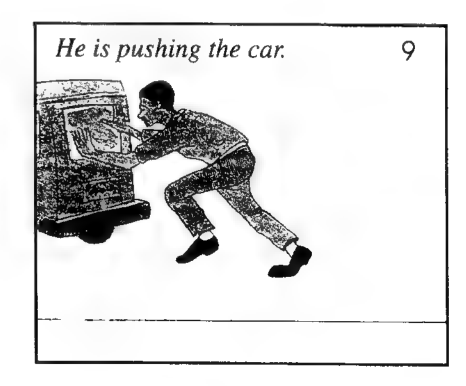
7 *They (m. dual) are sitting on the desk.*



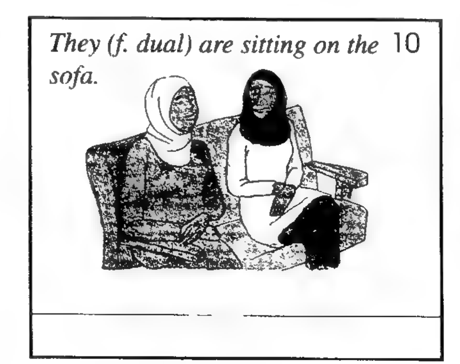
8 *She is eating a pear.*



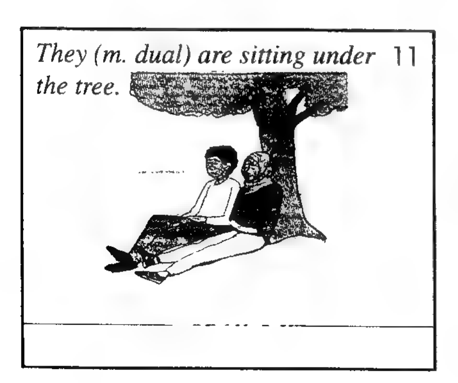
9 *He is pushing the car.*



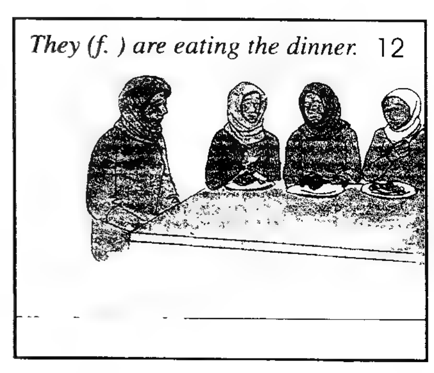
10 *They (f. dual) are sitting on the sofa.*



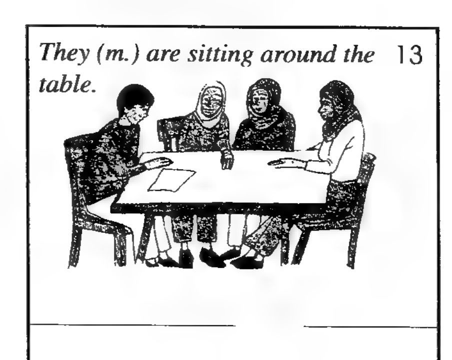
11 *They (m. dual) are sitting under the tree.*



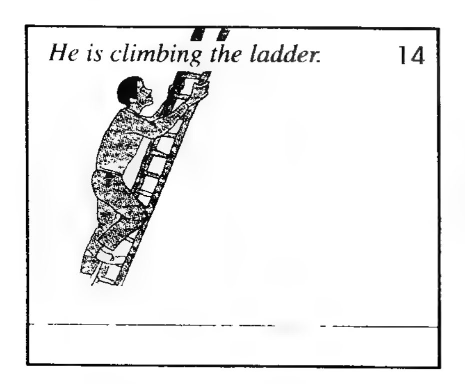
12 *They (f.) are eating the dinner.*



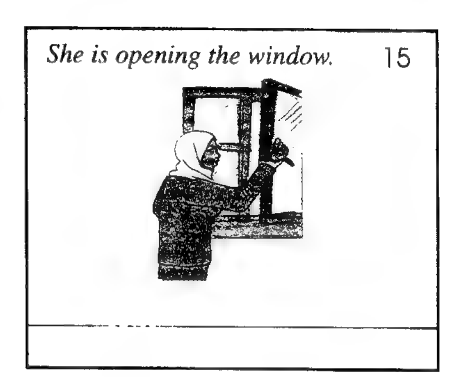
13 *They (m.) are sitting around the table.*



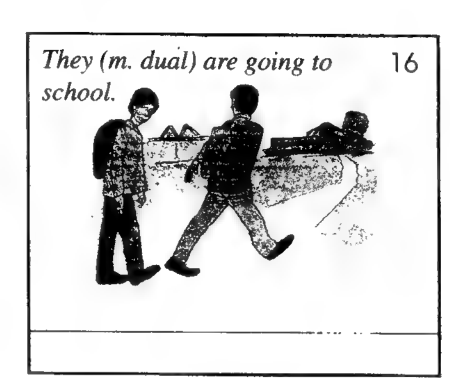
14 *He is climbing the ladder.*



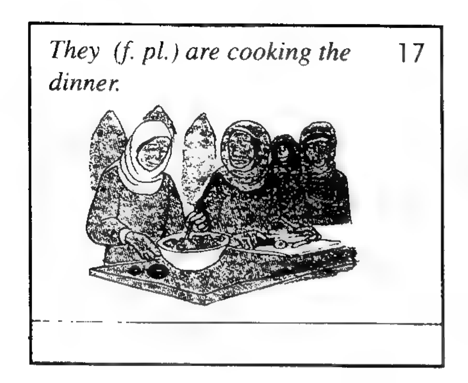
15 *She is opening the window.*



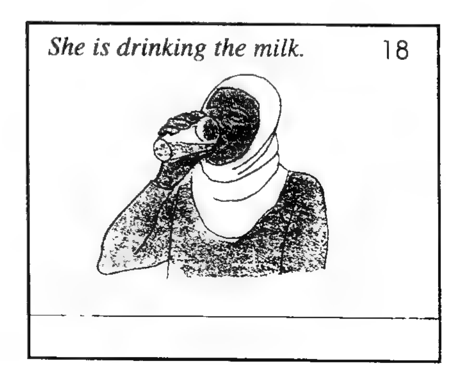
16 *They (m. dual) are going to school.*



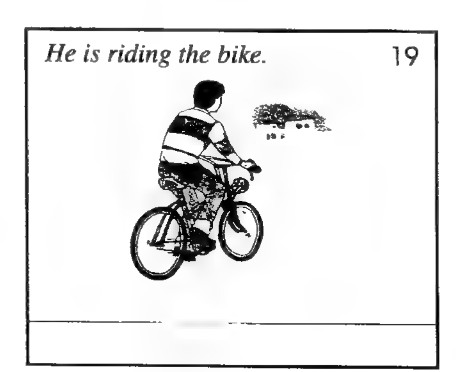
17 *They (f. pl.) are cooking the dinner.*



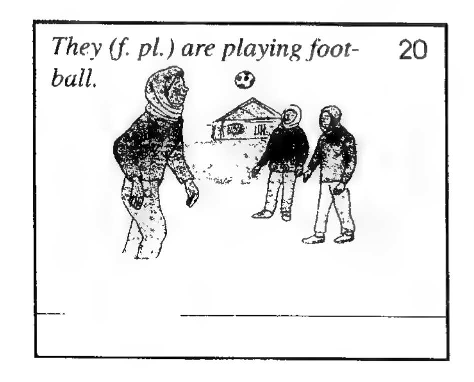
18 *She is drinking the milk.*



19 *He is riding the bike.*



20 *They (f. pl.) are playing foot-ball.*



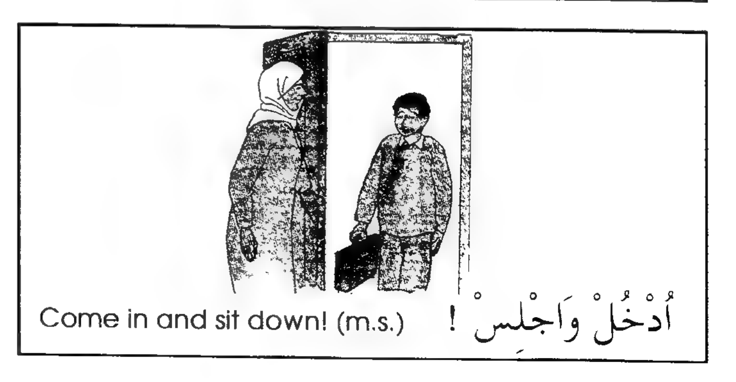
Imperatives

So far we have covered simple regular verbs in the past and present tenses. We will now explain how to give orders using simple regular verbs. The basis for the imperative is the present tense verb form. Obviously, the imperative only applies to the second person singular, dual or plural, masculine or feminine forms.

1. To make the **second person masculine singular imperative** from the verb تَفْعُلُ remove the damma from the third root letter and put a sukoon in its place. Remove the present tense prefix, in this case تَـ and replace it with an alif ا . If the vowel on the second root letter is damma, e.g. ـعُـ then the imperative alif prefix will also take a damma i.e. تَفْعُلُ changes into أُفْعُلْ

If, however, the vowel on the second root letter is fatha or kasra, e.g. ـعَـ or ـعِـ then the imperative alif prefix will take a kasra. i.e. تَفْعَلُ changes into اِفْعَلْ and تَفْعِلُ changes into اِفْعِلْ

Imperative tense		Present tense
Study! (m.s.)	أُدْرُسْ	تَدْرُسُ
Drink! (m.s.)	اِشْرَبْ	تَشْرَبُ
Sit! (m.s.)	اِجْلِسْ	تَجْلِسُ



Come in and sit down! (m.s.) ! أُدْخُلْ وَاجْلِسْ

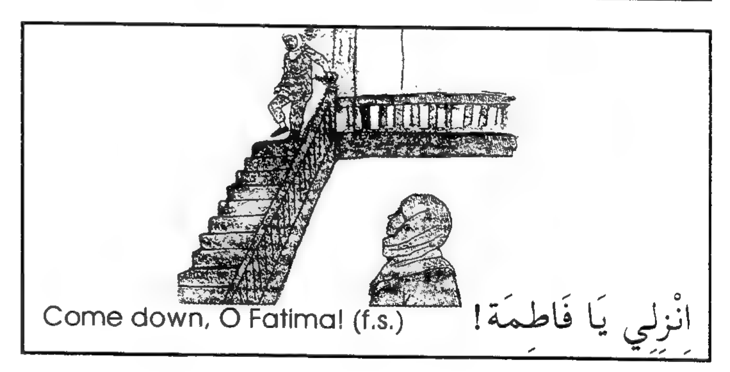
2. To make the **second person feminine singular imperative** from the verb تَفْعُلِينَ remove the present tense prefix تَـ and replace it with an alif ا . Remove the final noon نَ . The vowel on the alif prefix will depend on the vowel on the middle root letter, as in (1.) above.

i.e. تَفْعَلِينَ changes into اِفْعَلِي

تَفْعِلِينَ changes into اِفْعِلِي

تَفْعُلِينَ changes into أُفْعُلِي

Imperative tense		Present tense
Study! (f. s.)	أُدْرُسِي	تَدْرُسِينَ
Drink! (f. s.)	اِشْرَبِي	تَشْرَبِينَ
Sit! (f. s.)	اِجْلِسِي	تَجْلِسِينَ



Come down, O Fatima! (f.s.) اِنْزِلِي يَا فَاطِمَةُ!

3. To make the **second person masculine and feminine dual imperative** from the verb تَفْعَلاَنِ remove the present tense prefix تَ and replace it with an alif ا . Remove the final noon نِ.
The vowel on the alif prefix will depend on the vowel on the middle root letter, as in (1.) above.

Imperative tense		Present tense
Study! (m./f. dual)	أُدْرُسَا	تَدْرُسَانِ
Drink! (m./f. dual)	اِشْرَبَا	تَشْرَبَانِ
Sit! (m./f. dual)	اِجْلِسَا	تَجْلِسَانِ

→ i.e. تَفْعَلاَنِ changes into اِفْعَلاَ , تَفْعِلاَنِ changes into اِفْعِلاَ , تَفْعُلاَنِ changes into أُفْعُلاَ

e.g. Come in and sit down! (m./f. dual) أُدْخُلاَ وَاجْلِسَا!

4. To make the **second person masculine plural imperative** from the verb تَفْعَلُونَ remove the present tense prefix تَ and replace it with an alif ا . Remove the final noon نَ and replace it with a silent alif: ا
The vowel on the alif prefix will depend on the vowel on the middle root letter, as in (1.) above.

Imperative tense		Present tense
Study! (m. plural)	أُدْرُسُوا	تَدْرُسُونَ
Drink! (m. plural)	اِشْرَبُوا	تَشْرَبُونَ
Sit! (m. plural)	اِجْلِسُوا	تَجْلِسُونَ

→ i.e. تَفْعَلُونَ changes into اِفْعَلُوا , تَفْعِلُونَ changes into اِفْعِلُوا , تَفْعُلُونَ changes into أُفْعُلُوا

e.g. Come in and sit down! (m. plural) أُدْخُلُوا وَاجْلِسُوا!

5. To make the **second person feminine plural imperative** from the verb تَفْعَلْنَ remove the present tense prefix تَ and replace it with an alif ا .
The vowel on the alif prefix will depend on the vowel on the middle root letter, as in (1.) above.

Imperative tense		Present tense
Study! (f. plural)	أُدْرُسْنَ	تَدْرُسْنَ
Drink! (f. plural)	اِشْرَبْنَ	تَشْرَبْنَ
Sit! (f. plural)	اِجْلِسْنَ	تَجْلِسْنَ

→ i.e. تَفْعَلْنَ changes into اِفْعَلْنَ , تَفْعِلْنَ changes into اِفْعِلْنَ , تَفْعُلْنَ changes into أُفْعُلْنَ

e.g. Come in and sit down! (f. plural) أُدْخُلْنَ وَاجْلِسْنَ!

N.B. As you will note from the examples given above, the alif imperative prefix is a weak alif and only takes a vowel when it occurs at the beginning of a sentence. However, if it is preceeded by any letter, it will become silent. Hence in the sentence أُدْخُلْنَ وَاجْلِسْنَ! the alif prefix of the second imperative is silent because it is preceeded by وَ.

Do not!

There is no negative imperative as such in Arabic. To say "Do not (do something)" we use the word لاَ meaning "no" followed by a second person present tense verb. However, the **ending** of the verb changes to resemble the imperative ending.

Negative instruction		Present tense	
Don't laugh! (masculine singular)	لاَ تَضْحَكْ	You are laughing (masculine singular)	تَضْحَكُ
Don't laugh! (feminine singular)	لاَ تَضْحَكِي	You are laughing (feminine singular)	تَضْحَكِينَ
Don't laugh! (masculine dual)	لاَ تَضْحَكَا	You are laughing (masculine dual)	تَضْحَكَانِ
Don't laugh! (feminine dual)	لاَ تَضْحَكَا	You are laughing (feminine dual)	تَضْحَكَانِ
Don't laugh! (masculine plural)	لاَ تَضْحَكُوا	You are laughing (masculine plural)	تَضْحَكُونَ
Don't laugh! (feminine plural)	لاَ تَضْحَكْنَ	You are laughing (feminine plural)	تَضْحَكْنَ

Vocabulary for exercise 23 on pages 64 and 65. Remember that imperatives are formed from the present tense. Please refer to the list of verbs on page 68 to obtain the present tense of the verbs given below.

voice	صَوْتٌ	entering	دُخُولٌ	he opened	فَتَحَ	he was tired	تَعِبَ
loud, raised	مُرْتَفِعٌ	carpet	سَجَّادَةٌ	he read	قَرَأَ	he sat	جَلَسَ
on	عَلَى	board	سَبُّورَةٌ	he wrote	كَتَبَ	he took off (e.g. shoes)	خَلَعَ
from	مِنْ	table	طَاوِلَةٌ	he got down	نَزَلَ	he went	ذَهَبَ
in, with	بِـ	classroom	فَصْلٌ	he looked	نَظَرَ	he returned	رَجَعَ
before	قَبْلَ	chair	كُرْسِيٌّ	door	بَابٌ	he hurried	سَرُعَ
I (am)	أَنَا	mosque	مَسْجِدٌ	wall	حَائِطٌ	he hurries	يَسْرُعُ
there	هُنَاكَ	playground	مَلْعَبٌ	shoe	حِذَاءٌ	he drank	شَرِبَ
		window	نَافِذَةٌ	milk	حَلِيبٌ	he knocked at	طَرَقَ

Exercise 22: Complete the table below by writing the Arabic imperative and negative imperative forms of the verbs shown on the left. Make sure the verbs you write agree in both gender and number with the present tense verbs provided.

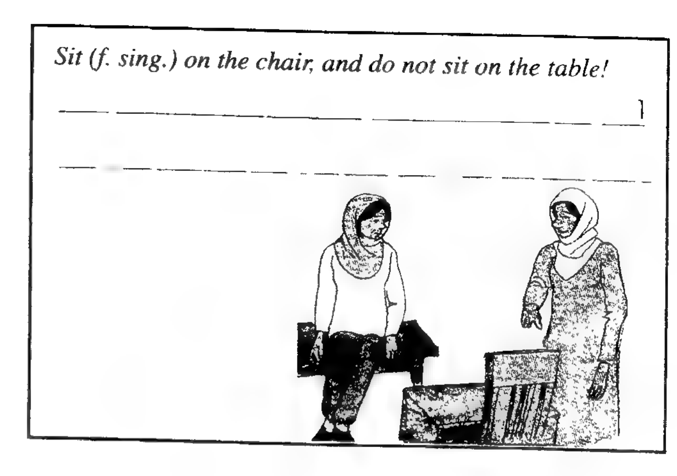
Present tense form	Negative imperative (Don't!)	Imperative
e.g. you (m. pl.) request, ask تَطْلُبُونَ	Don't ask! (m.pl.) لَا تَطْلُبُوا	Ask! (m.pl.) اُطْلُبُوا
1. you (f. s.) go out تَخْرُجِينَ		
2. you (m. dual) wipe تَمْسَحَانِ		
3. you (m. s.) shave تَحْلُقُ		
4. you (f. pl.) draw تَرْسُمْنَ		
5. you (f. dual) raise تَرْفَعَانِ		
6. you (m. pl.) swim تَسْبَحُونَ		
7. you (f. s.) return تَرْجِعِينَ		
8. you (m. dual) shout تَصْرُخَانِ		
9. you (m. s.) knock تَطْرُقُ		
10. you (m. pl.) cross تَعْبُرُونَ		
11. you (m. s.) chase away تَطْرُدُ		
12. you (f. s.) sit تَجْلِسِينَ		
13. you (m. pl.) leave تَتْرُكُونَ		
14. you (f. pl.) open تَفْتَحْنَ		
15. you (m. s.) spread تَفْرُشُ		
16. you (m. dual) thank تَشْكُرَانِ		
17. you (f. pl.) do تَعْمَلْنَ		
18. you (f. dual) type تَطْبَعَانِ		

Exercise 23: Study the rules governing the positive and negative imperative forms. Then translate the English sentences into Arabic on the lines provided. The vocabulary you may need for this exercise is listed on page 62.

Examples:

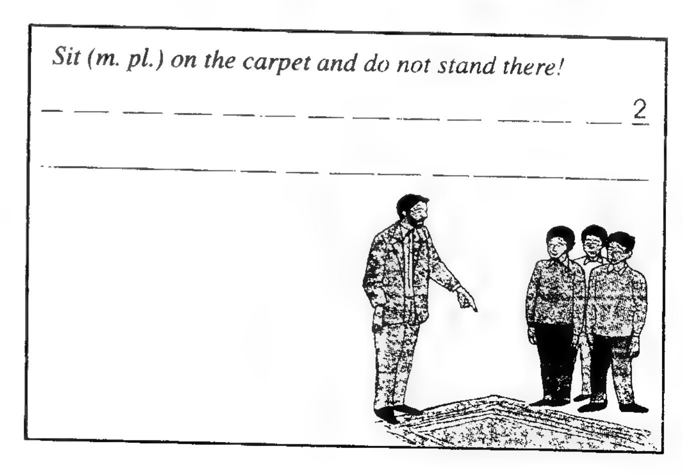
Open the door, [O] Fatimah! اِفْتَحِي الْبَابَ يَا فَاطِمَةُ

Do not play (masc. plural) in the road! Play in the garden! لَا تَلْعَبُوا فِي الطَّرِيقِ. اِلْعَبُوا فِي الْحَدِيقَةِ



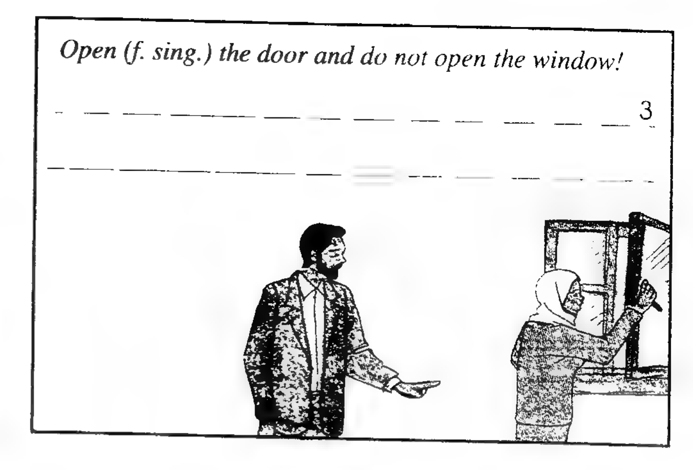
Sit (f. sing.) on the chair, and do not sit on the table!

1 ______________________________



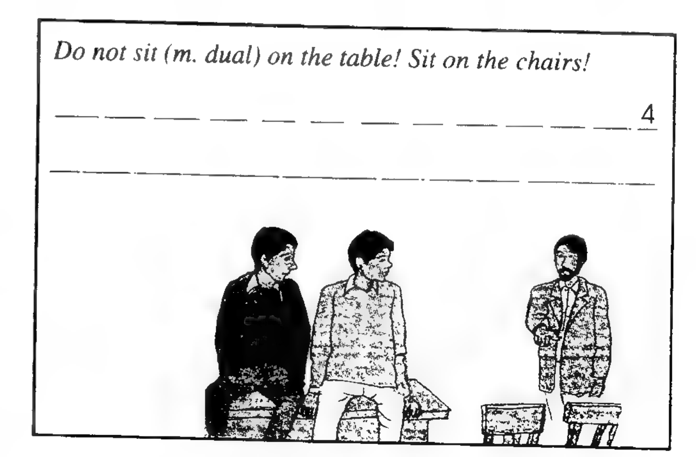
Sit (m. pl.) on the carpet and do not stand there!

2 ______________________________



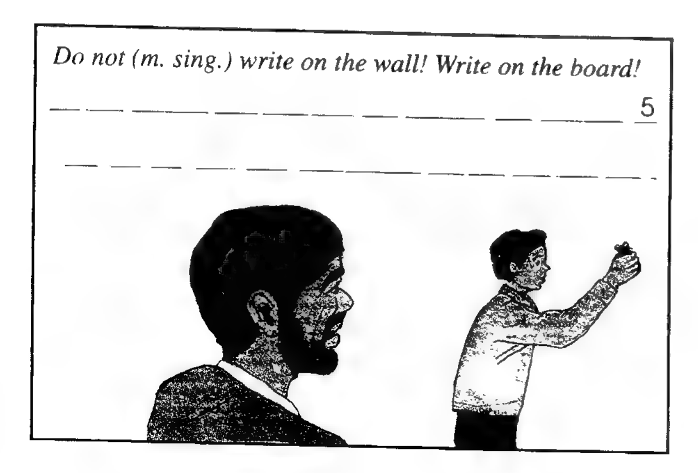
Open (f. sing.) the door and do not open the window!

3 ______________________________



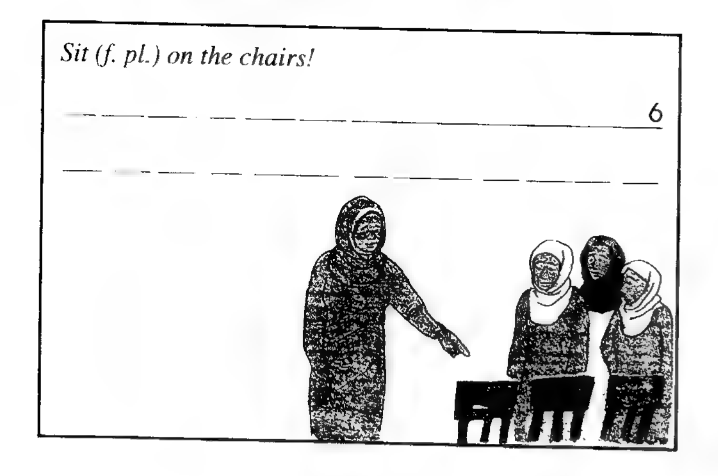
Do not sit (m. dual) on the table! Sit on the chairs!

4 ______________________________



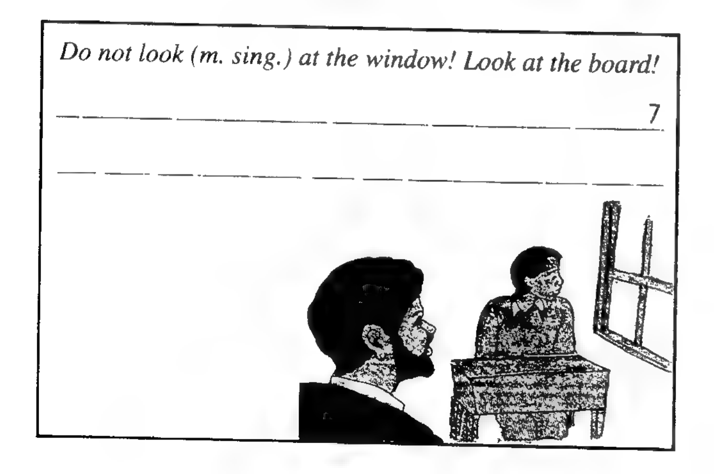
Do not (m. sing.) write on the wall! Write on the board!

5 ______________________________



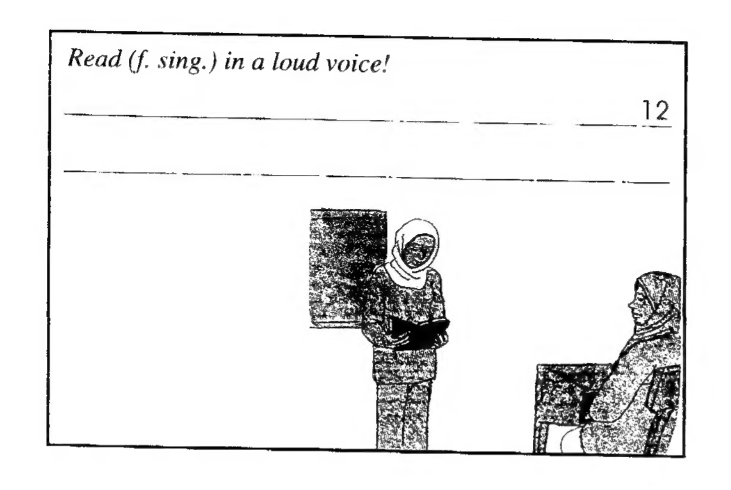
Sit (f. pl.) on the chairs!

6 ______________________________



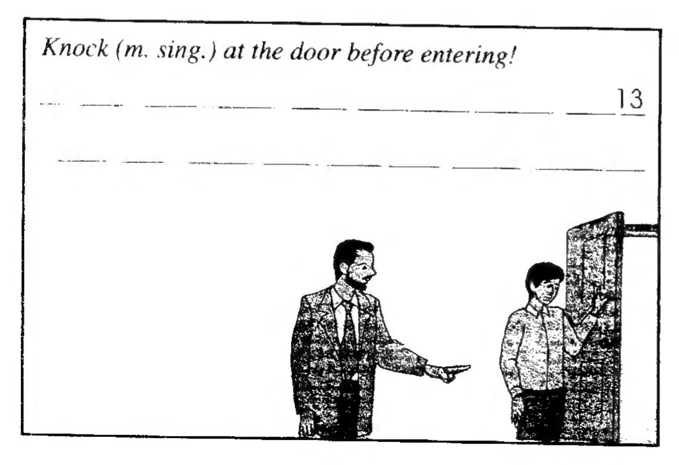
Do not look (m. sing.) at the window! Look at the board!

7 ______________________________



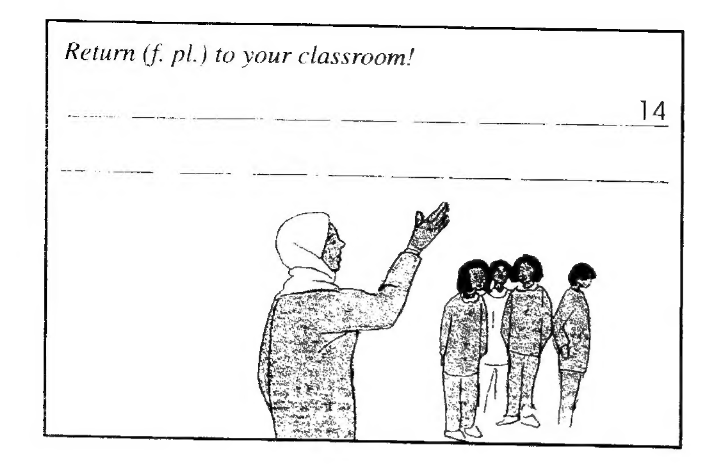
Read (f. sing.) in a loud voice!

12



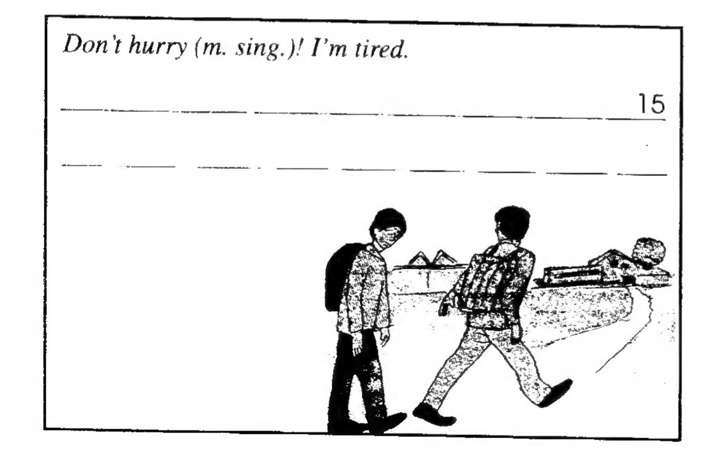
Knock (m. sing.) at the door before entering!

13



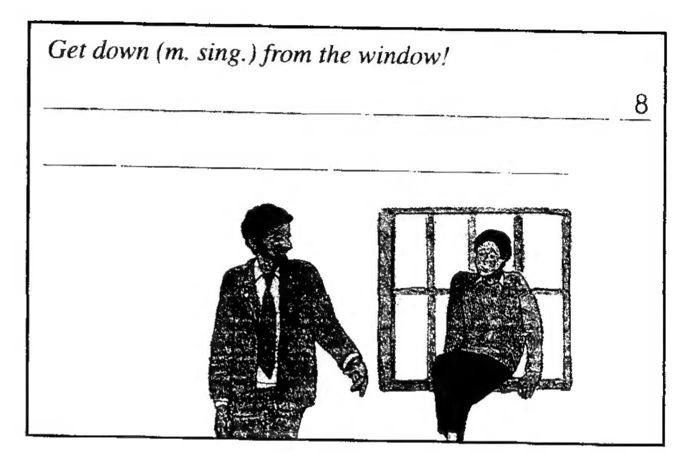
Return (f. pl.) to your classroom!

14



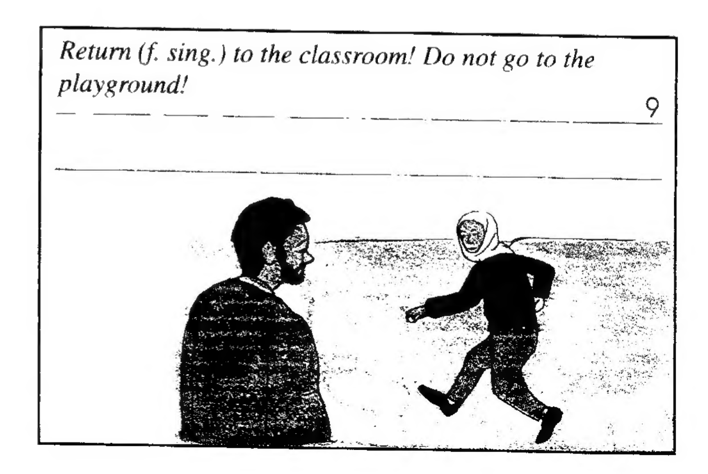
Don't hurry (m. sing.)! I'm tired.

15



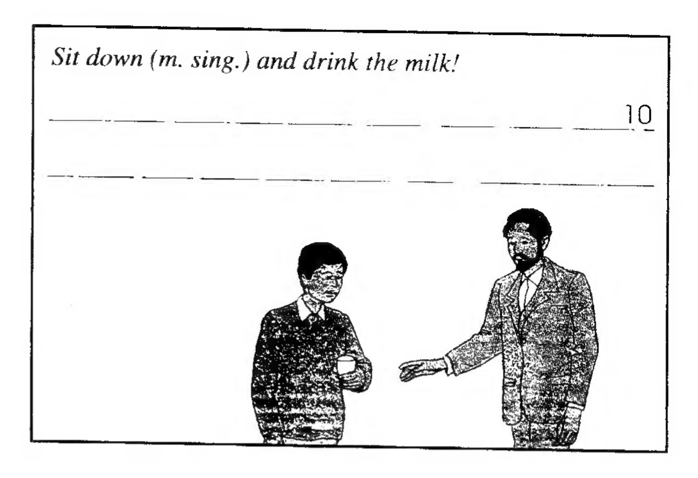
Get down (m. sing.) from the window!

8



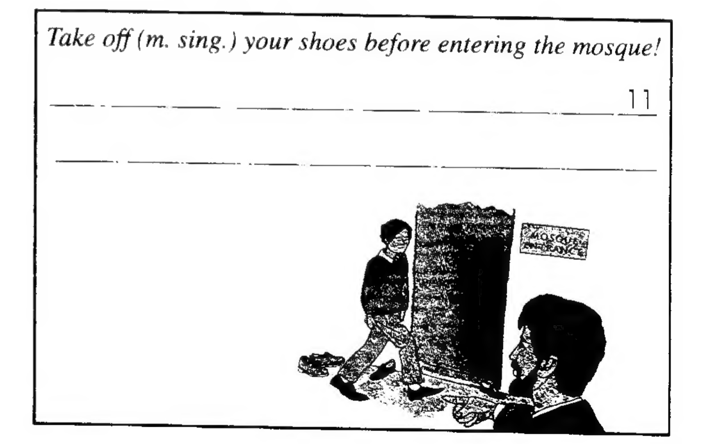
Return (f. sing.) to the classroom! Do not go to the playground!

9



Sit down (m. sing.) and drink the milk!

10



Take off (m. sing.) your shoes before entering the mosque!

11

Nouns and Their Plurals

	Plural	Singular		Plural	Singular		Plural	Singular
dolls	دُمًى	دُمْيَةٌ	newspapers	جَرَائِدُ	جَرِيدَةٌ	sons	أَبْنَاءٌ	اِبْنٌ
sessions, courses	دَوْرَاتٌ	دَوْرَةٌ	pounds (money)	جُنَيْهَاتٌ	جُنَيْهٌ	brothers	إِخْوَةٌ	أَخٌ
trips	رِحْلَاتٌ	رِحْلَةٌ	socks	جَوَارِبُ	جَوْرَبٌ	sisters	أَخَوَاتٌ	أُخْتٌ
shelves	رُفُوفٌ	رَفٌّ	guards	حُرَّاسٌ	حَارِسٌ	sofas	أَرَائِكُ	أَرِيكَةٌ
sports	رِيَاضَاتٌ	رِيَاضَةٌ	computers	حَوَاسِيبُ	حَاسُوبٌ	names	أَسْمَاءٌ	اِسْمٌ
questions	أَسْئِلَةٌ	سُؤَالٌ	attendees	حُضُورٌ	حَاضِرٌ	breaks, rests	اِسْتِرَاحَاتٌ	اِسْتِرَاحَةٌ
blackboards	سَبُّورَاتٌ	سَبُّورَةٌ	buses	حَافِلَاتٌ	حَافِلَةٌ	exams, tests	اِمْتِحَانَاتٌ	اِمْتِحَانٌ
carpets	سَجَّادَاتٌ	سَجَّادَةٌ	scarves	أَحْجِبَةٌ	حِجَابٌ	doors	أَبْوَابٌ	بَابٌ
prisons	سُجُونٌ	سِجْنٌ	gardens	حَدَائِقُ	حَدِيقَةٌ	oranges	بُرْتُقَالَاتٌ	بُرْتُقَالٌ
beds	أَسِرَّةٌ	سَرِيرٌ	shoes	أَحْذِيَةٌ	حِذَاءٌ	grocers	بَقَّالُونَ	بَقَّالٌ
lines	أَسْطُرٌ	سَطْرٌ	crafts	حِرَفٌ	حِرْفَةٌ	girls	بَنَاتٌ	بِنْتٌ
happy	سُعَدَاءُ	سَعِيدٌ	subjects	حِصَصٌ	حِصَّةٌ	caretakers	بَوَّابُونَ	بَوَّابٌ
dining tables	سُفَرٌ	سُفْرَةٌ	horses	أَحْصِنَةٌ	حِصَانٌ	gates	بَوَّابَاتٌ	بَوَّابَةٌ
roofs, ceilings	أَسْقُفٌ	سَقْفٌ	parties	حَفَلَاتٌ	حَفْلَةٌ	houses	بُيُوتٌ	بَيْتٌ
knives	سَكَاكِينُ	سِكِّينٌ	news	أَخْبَارٌ	خَبَرٌ	dates	تَوَارِيخُ	تَارِيخٌ
baskets	سِلَالٌ	سَلَّةٌ	bad, evil (adjective)	خُبَثَاءُ	خَبِيثٌ	apples	تُفَّاحَاتٌ	تُفَّاحٌ
well-being	سَلَامَاتٌ	سَلَامَةٌ	good, best	أَخْيَارٌ	خَيْرٌ	pupils (m.)	تَلَامِيذُ	تِلْمِيذٌ
years	سَنَوَاتٌ	سَنَةٌ	studies	دِرَاسَاتٌ	دِرَاسَةٌ	pupils (f.)	تِلْمِيذَاتٌ	تِلْمِيذَةٌ
cars	سَيَّارَاتٌ	سَيَّارَةٌ	bikes	دَرَّاجَاتٌ	دَرَّاجَةٌ	exercises	تَمَارِينُ	تَمْرِينٌ
trees	شَجَرَاتٌ	شَجَرَةٌ	drawers	أَدْرَاجٌ	دُرْجٌ	skirts	تَنُّورَاتٌ	تَنُّورَةٌ
policemen	شُرْطِيُّونَ	شُرْطِيٌّ	lessons	دُرُوسٌ	دَرْسٌ	fridges	ثَلَّاجَاتٌ	ثَلَّاجَةٌ
months	شُهُورٌ	شَهْرٌ	exercise books	دَفَاتِرُ	دَفْتَرٌ	universities	جَامِعَاتٌ	جَامِعَةٌ
friends (m.)	أَصْدِقَاءُ	صَدِيقٌ	shops	دَكَاكِينُ	دُكَّانٌ	bells	أَجْرَاسٌ	جَرَسٌ

Nouns and Their Plurals

	Plural	Singular		Plural	Singular		Plural	Singular
headmasters	مُدَرَاءُ	مُدِيرٌ	poor people	فُقَرَاءُ	فَقِيرٌ	classes, grades; rows	صُفُوفٌ	صَفٌّ
patients	مَرْضَى	مَرِيضٌ	arts	فُنُونٌ	فَنٌّ	pages	صَفَحَاتٌ	صَفْحَةٌ
competitions	مُسَابَقَاتٌ	مُسَابَقَةٌ	halls	قَاعَاتٌ	قَاعَةٌ	prayers	صَلَوَاتٌ	صَلاَةٌ
mosques	مَسَاجِدُ	مَسْجِدٌ	monkeys	قُرُودٌ	قِرْدٌ	boxes	صَنَادِيقُ	صُنْدُوقٌ
rulers	مَسَاطِرُ	مِسْطَرَةٌ	stories	قِصَصٌ	قِصَّةٌ	voices	أَصْوَاتٌ	صَوْتٌ
supporters	مُشَجِّعُونَ	مُشَجِّعٌ	trains	قِطَارَاتٌ	قِطَارٌ	storeys, floors	طَوَابِقُ	طَابِقٌ
photographers	مُصَوِّرُونَ	مُصَوِّرٌ	books	كُتُبٌ	كِتَابٌ	queues	طَوَابِيرُ	طَابُورٌ
airports	مَطَارَاتٌ	مَطَارٌ	balls	كُرَاتٌ	كُرَةٌ	students (m.)	طُلاَّبٌ	طَالِبٌ
teachers (m.)	مُعَلِّمُونَ	مُعَلِّمٌ	chairs	كَرَاسِيٌّ	كُرْسِيٌّ	tables	طَاوِلاَتٌ	طَاوِلَةٌ
teachers (f.)	مُعَلِّمَاتٌ	مُعَلِّمَةٌ	thieves	لُصُوصٌ	لِصٌّ	doctors (m.)	أَطِبَّاءُ	طَبِيبٌ
inspectors (m.)	مُفَتِّشُونَ	مُفَتِّشٌ	toys	لُعَبٌ	لُعْبَةٌ	tall (adj.)	طِوَالٌ	طَوِيلٌ
seats	مَقَاعِدُ	مَقْعَدٌ	languages	لُغَاتٌ	لُغَةٌ	flags	أَعْلاَمٌ	عَلَمٌ
offices	مَكَاتِبُ	مَكْتَبٌ	meetings	لِقَاءَاتٌ	لِقَاءٌ	ages	أَعْمَارٌ	عُمْرٌ
libraries	مَكْتَبَاتٌ	مَكْتَبَةٌ	subjects	مَوَادٌّ	مَادَّةٌ	lunches	أَغْدِيَةٌ	غَدَاءٌ
playgrounds	مَلاَعِبُ	مَلْعَبٌ	buildings	مَبَانٍ	مَبْنًى	rooms	غُرَفٌ	غُرْفَةٌ
corridors; paths	مَمَرَّاتٌ	مَمَرٌّ	magazines	مَجَلاَّتٌ	مَجَلَّةٌ	washing machines	غَسَّالاَتٌ	غَسَّالَةٌ
engineers	مُهَنْدِسُونَ	مُهَنْدِسٌ	volumes	مُجَلَّدَاتٌ	مُجَلَّدٌ	fruits	فَوَاكِهُ	فَاكِهَةٌ
authors	مُؤَلِّفُونَ	مُؤَلِّفٌ	criminals	مُجْرِمُونَ	مُجْرِمٌ	can openers	فَتَّاحَاتٌ	فَتَّاحَةٌ
windows	نَوَافِذُ	نَافِذَةٌ	stations	مَحَطَّاتٌ	مَحَطَّةٌ	chances	فُرَصٌ	فُرْصَةٌ
lights	أَنْوَارٌ	نُورٌ	storage rooms	مَخَازِنُ	مَخْزَنٌ	teams	فُرُوقٌ	فَرِيقٌ
presents, gifts	هَدَايَا	هَدِيَّةٌ	teachers (m.)	مُدَرِّسُونَ	مُدَرِّسٌ	dresses	فَسَاتِينُ	فُسْتَانٌ
times	أَوْقَاتٌ	وَقْتٌ	schools	مَدَارِسُ	مَدْرَسَةٌ	classes	فُصُولٌ	فَصْلٌ
days	أَيَّامٌ	يَوْمٌ	entrances	مَدَاخِلُ	مَدْخَلٌ	paragraphs	فِقَرَاتٌ	فِقْرَةٌ

Past and Present Tense Verbs

For easy reference we present below a table listing all the verbs introduced in this book in their third person masculine singular past and present tense forms.

Present tense	Past tense		Present tense	Past tense		Present tense	Past tense	
يَقُومُ	قَامَ	he stood (up)	يَسْكُنُ	سَكَنَ	he lived	يَأْخُذُ	أَخَذَ	he took
يَفْتَحُ	فَتَحَ	he opened	يَسْقُطُ	سَقَطَ	he fell	يَأْكُلُ	أَكَلَ	he ate
يَفْرَحُ	فَرِحَ	he was happy	يَسْمَعُ	سَمِعَ	he heard	يَتْرُكُ	تَرَكَ	he left
يَفْرُشُ	فَرَشَ	he spread	يَشْبَعُ	شَبِعَ	he was full (of food)	يَتْعَبُ	تَعِبَ	he was tired
يَفْعَلُ	فَعَلَ	he did, he made	يَشْرَبُ	شَرِبَ	he drank	يَجْلِسُ	جَلَسَ	he sat
يَفْهَمُ	فَهِمَ	he understood	يَشْرَحُ	شَرَحَ	he explained	يَجْمَعُ	جَمَعَ	he collected, gathered
يَقْرَأُ	قَرَأَ	he read	يَشْكُرُ	شَكَرَ	he thanked	يَحْذِفُ	حَذَفَ	he deleted
يَقْشُرُ	قَشَرَ	he peeled	يَصْبِرُ	صَبَرَ	he was patient	يَحْضُرُ	حَضَرَ	he attended
يَكْتُبُ	كَتَبَ	he wrote	يَصْرُخُ	صَرَخَ	he shouted	يَحْلِقُ	حَلَقَ	he shaved
يَكْبُرُ	كَبِرَ	he grew (in size)	يَصْعَدُ	صَعِدَ	he climbed	يَخْرُجُ	خَرَجَ	he went out
يَلْبَسُ	لَبِسَ	he wore, he put on (clothing)	يَضْحَكُ	ضَحِكَ	he laughed	يَخْلَعُ	خَلَعَ	he took off (clothes, shoes)
يَلْعَبُ	لَعِبَ	he played	يَضْرِبُ	ضَرَبَ	he hit, struck	يَدْخُلُ	دَخَلَ	he entered
يَمْسَحُ	مَسَحَ	he wiped	يَطْبُخُ	طَبَخَ	he cooked	يَدْرُسُ	دَرَسَ	he studied
يَنَامُ	نَامَ	he slept	يَطْبَعُ	طَبَعَ	he typed	يَدْفَعُ	دَفَعَ	he pushed; he paid
يَنْجَحُ	نَجَحَ	he succeeded, passed	يَطْرُدُ	طَرَدَ	he chased (away)	يَذْهَبُ	ذَهَبَ	he went
يَنْزِلُ	نَزَلَ	he went down; he got off (a vehicle)	يَطْرُقُ	طَرَقَ	he knocked (at a door)	يَرْجِعُ	رَجَعَ	he returned
يَنْشُرُ	نَشَرَ	he published	يَطْلُبُ	طَلَبَ	he requested, asked for	يَرْسُمُ	رَسَمَ	he drew
يَجِدُ	وَجَدَ	he found	يَعْبُرُ	عَبَرَ	he crossed	يَرْفَعُ	رَفَعَ	he raised
يَصِلُ	وَصَلَ	he arrived	يَعْثُرُ	عَثَرَ	he discovered, found	يَرْكَبُ	رَكِبَ	he rode
يَضَعُ	وَضَعَ	he put, placed	يَعْمَلُ	عَمِلَ	he did, made, worked	يَسْبَحُ	سَبَحَ	he swam
يَقِفُ	وَقَفَ	he stood; he stopped	يَغْسِلُ	غَسَلَ	he washed	يَسْكُتُ	سَكَتَ	he was quiet